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ABSTRACT

This manual is intended for use by administrators and teachers in the implementation of prevocational education courses. Section I explains prevocational education. It discusses stages of career development, goals, teacher qualifications, student selection, instruction, and essential elements. Section II contains an instructional delivery outline developed for a prevocational semester course, including estimated time on task. The three units in section III are essential elements common to all vocational programs: leadership; employability skills; and entrepreneurship. Each unit consists of these components: unit and specific objectives, notes to the instructor (outline of steps to follow in accomplishing specific objectives), information sheets, transparency masters, activity sheets, tests, and answers to activities and tests. Section IV provides materials for use in teaching prevocational education essential elements. Contents include information on developing exploratory experiences, listings of careers and job descriptions classified by program area, information on preparing a unit on hand tools and equipment common to the occupational area, and four units on obtaining occupational information, safety, and career awareness (understanding oneself and decision making). Each unit has the components described above. Section V is an annotated bibliography of career guidance and occupation specific materials. (YLB)

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PREVOCATIONAL EDUCATION IMPLEMENTATION MANUAL

Prepared by

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PREFACE

Prevocational education courses represent the state of Texas' most recent attempt to assist students in broadening their awareness of career opportunities and in making meaningful and well informed decisions concerning their vocational and/or career plans.

In recognizing the various vocational education programs for which prevocational courses may be offered, this manual was developed according to a generic proclivity. The teacher can, however, easily tailor the units of instruction to fit the oftentimes unique information conveyed in his/her occupational area.

It is the wish of this author that administrators and teachers use this manual as a catalyst for implementing viable prevocational education courses which will effectively prepare our students for the vocational and/or career decision-making experience. Because the Occupational Curriculum Laboratory is committed to providing quality, relevant instructional materials for use by both instructors and students enrolled in vocational education programs in the state of Texas, any comments you have concerning this manual will be appreciated.

Mary W. Hendrix
Curriculum Specialist

SECTION I

EXPLANATION OF PREVOCATIONAL EDUCATION

INTRODUCTION

Prevocational education was created for the purpose of enriching vocational education by providing a means by which students could explore a variety of occupational areas in their attempt to narrow down vocational education options to the one(s) best suited to their personal traits, and to assist them in making meaningful and informed vocational education decisions.

Vocational Education in the state of Texas, through its programs offered in the public schools, emphasizes the five stages in which an individual progresses in his/her career development:

STAGES OF CAREER DEVELOPMENT	EXPLANATION	VOCATIONAL EDUCATION COURSE OFFERINGS
AWARENESS	STUDENT REALIZES THE MANY CAREER OPTIONS IN THE WORLD OF WORK; HE/SHE BECOMES AWARE OF HIS/HER UNIQUE CHARACTERISTICS	OCCUPATIONAL INVESTIGATION
EXPLORATION	STUDENT EXPERIENCES SIMULATED WORK TASKS OF SPECIFIC OCCUPATIONAL AREAS/CLUSTERS; STUDENTS BECOME MORE KNOWLEDGEABLE OF CAREER OPTIONS CLASSIFIED IN THE OCCUPATIONAL AREA/CLUSTER	OCCUPATIONAL EXPLORATION PREVOCATIONAL EDUCATION
DECISION MAKING	STUDENT MAKES A DECISION AS TO HIS/HER SUITABILITY OR UNSUITABILITY FOR WORK IN AN OCCUPATIONAL AREA/CLUSTER	OCCUPATIONAL INVESTIGATION, OCCUPATIONAL EXPLORATION, AND PREVOCATIONAL EDUCATIONAL
PREPARATION	STUDENT TAKES ACTION BASED ON HIS/HER DECISIONS BY CHOOSING CLASSES AND OTHER EXPERIENCES WHICH WILL PROVIDE HIM/HER WITH THE SKILLS, KNOWLEDGE, AND ATTITUDES NEEDED TO OBTAIN EMPLOYMENT	PRE-EMPLOYMENT AND COOPERATIVE EDUCATION PROGRAMS
EMPLOYMENT	STUDENT ENTERS THE WORLD OF WORK	

Of course, one should realize that these stages are not separate entities--each stage shades into the other, and as a student matures and has the opportunity for new experiences, he/she may revert to previous stages.

Because prevocational education is the most recent endeavor by vocational education in the state of Texas to assist students in career development, the purpose of this manual is to assist those individuals who have questions concerning the initiation, instructional delivery, maintenance, and enhancement of prevocational education.

GOALS

The goals of prevocational education are:

1. Provide students with a greater understanding of vocational education options,
2. Assist students in making meaningful and informed vocational education choices.

APPROVED PROGRAMS/UNITS

Prevocational education may be offered in any vocational area with the exception of industrial arts, occupational orientation, and cosmetology. They are one hour classes which may be offered for either a full year in an occupational cluster or specific occupational area, or up to six different occupational areas in one year. It is not necessary for Local Education Agencies (LEAs) to make application for a prevocational education unit. Prevocational education is an enrichment/extension class of an existing, approved vocational program. Enrollments in prevocational education classes shall be considered when computing the vocational education allotment in accordance with Texas Education Code 16.155.

TEACHER QUALIFICATIONS

Prevocational education classes may be taught by any certified vocational education teacher as part of any approved vocational teacher program unit for which he/she is the teacher with the exception of industrial arts, occupational orientation, and cosmetology. For example, an office duplicating practices teacher could teach prevocational office duplicating practices, but could not teach prevocational office education, unless he/she also teaches office education.

GRADE PLACEMENT

Students enrolled in grades 7-12 may enroll in prevocational education classes. Students may not enroll for a prevocational class in any occupational cluster or occupational area, however, in which they have already received pre-employment or cooperative training credit or in which they are currently enrolled.

STUDENT SELECTION

Both male and female students enrolled in a public education institution for which vocational programs exist are eligible to enroll in prevocational education classes.

FACILITIES

In order for the essential element descriptor, "students shall be provided opportunities to participate in basic laboratory experiences related to the occupational cluster or occupational area," to be addressed, it is recommended that prevocational education instruction be offered in the same facility/classroom as instruction offered in the vocational education program so that students will have access to equipment and tools utilized in the occupational area.

EQUIPMENT, SUPPLIES, AND INSTRUCTIONAL MATERIALS

It is the responsibility of the local school district to provide equipment, tools, supplies, and instructional materials needed by the teacher and the student to accomplish effectively the goals and objectives of the program.

INSTRUCTION

Prevocational education's instructional delivery departs, somewhat, from that conducted in traditional vocational education programs. Emphasis is placed on exploratory learning experiences rather than the attainment of job specific skills. The prevocational education instructor should keep in mind that the purpose of this program is to acquaint students with vocational education options/occupational areas so that they can relate their personal traits, habits, and attitudes to success in the vocational program/occupational area. At all times, relevancy of instruction should be established by relating it to what occurs in the work place and in the vocational program. Instruction should be activity oriented/hands on. An accurate facsimile of the activities normally conducted in the vocational program/occupational area for which prevocational education instruction is being offered should be conveyed. Students should be allowed to participate in activities which would normally be used in the vocational program and, more importantly, the occupational area. Extensive demonstrations paralleling the knowledge and skills required for the performance of jobs or operations, in accordance with the accepted procedures and standards for safety, should be provided by the instructor.

Students' mastery of concepts and skills should not be based on the degree to which they attain the skills related to the occupational area. It is equally as important for the student to discover his/her unsuitability for the occupational cluster area as it is to discover his/her suitability, and the student should be evaluated accordingly.

Considering the goals of prevocational education, career development activities should be an integral component of the instructional delivery. Ways in which the instructor can assist students with this area of study include: the conveyance of accurate, current occupational information, exposure to a wide variety of occupations classified in the cluster/area, instruction in the process involved in developing decision-making skills, visitations to occupationally related work sites and/or by bringing these representatives to the classroom, and guidance in the acquirement of self awareness.

ESSENTIAL ELEMENTS

The following are the essential elements, as stated in the State Board of Education Rules for Curriculum: Principles, Standards, and Procedures for Accreditation of School Districts, for prevocational education and those that are common to all vocational education programs:

PREVOCATIONAL EDUCATION (1/2-1 UNIT)

(A) Concepts and skills involved in the exploration of an occupational cluster or specific occupational area. The student shall be provided opportunities to:
- (i) identify and analyze the jobs within an occupational cluster or specific occupational area; and
- (ii) participate in basic laboratory experiences related to the occupational cluster or specific occupational area.

(B) Concepts and skills associated with safe working practices. The student shall be provided opportunities to:
- (i) identify and understand safe working practices; and
- (ii) apply safe working practices to all laboratory related instruction.

(C) Concepts and skills associated with the care and use of hand tools and equipment. The student shall be provided opportunities to develop an understanding of the proper techniques for the use, maintenance, and storage of tools and equipment related to the occupational cluster or specific occupational area.

(D) Concepts and skills related to career awareness. The student shall be provided opportunities to:
- (i) develop knowledge of a broad range of career options associated with the cluster or occupational area being studied;
- (ii) practice good work habits; and
- (iii) relate personal traits, habits, and attitudes to success in the chosen occupation.

ESSENTIAL ELEMENTS COMMON TO ALL PROGRAMS

(a) The elements in this subsection are common to all vocational programs and shall be included in each addressed course at the appropriate level. They are described here to preclude repetition in each course description. Every school offering vocational education shall provide courses which include the following essential elements:

(1) Leadership concepts and skill. The student shall be provided opportunities to:
- (A) identify characteristics and responsibilities of leaders and effective group members;
- (B) participate in orderly meetings conducted according to parliamentary procedure (optional in Occupational Orientation);
- (C) function effectively on committees (optional in Occupational Orientation);
- (D) plan and conduct leadership activities; and
- (E) prepare for effective citizenship and participation in our democratic society

(2) Concepts and skills related to successful employment. The student shall be provided opportunities to:
- (A) develop an awareness of employment opportunities in chosen field;
- (B) practice correct procedures for job application and interview;
- (C) develop the ability to take and follow both oral and written directions;
- (D) practice punctuality and dependability;
- (E) observe rules and standards of the work place;
- (F) demonstrate an ability to work with others harmoniously;
- (G) develop responsibility and the ability to follow through on assigned tasks; and
- (H) exhibit productive work habits and attitudes.

(3) Concepts and skills associated with entrepreneurship. The student shall be provided opportunities to:
- (A) recognize opportunities and options for business ownership;
- (B) identify entry-level procedures, planning processes, and terms needed to open a business; and
- (C) develop an understanding of the role of small business in the free enterprise system.

(b) Objectives for these elements must be modified to suit the needs and abilities of individual handicapped students, disadvantaged students, and those with limited English proficiency.

SECTION II

SUGGESTED INSTRUCTIONAL DELIVERY OUTLINE

INTRODUCTION

Because of the uniqueness of prevocational courses, many instructors have requested assistance in developing an instructional delivery outline which will ensure that the essential elements are addressed and, yet, will provide some continuity to the information presented. The following pages contain an instructional delivery outline developed for a prevocational semester course, including estimated time on task. For those courses taught for six weeks or for a full year, you should adjust the instructional delivery outline accordingly. Please note that this outline demonstrates that several essential elements can be addressed through the utilization of one unit of instruction, and because of the emphasis placed on exploratory activities in this course, you will find that more time is allotted for this area of study.

This outline does not represent a Texas Education Agency requirement. It is included in this manual to assist those who are in the process of developing the curriculum for their prevocational courses. Instructors are encouraged to tailor the outline as needed to fit their teaching styles, teaching environments, and the diverse needs of their students.

PREVOCATIONAL EDUCATION
INSTRUCTIONAL DELIVERY OUTLINE
(SEMESTER PLAN)

INSTRUCTIONAL AREA	UNITS OF INSTRUCTION	APPROXIMATE TIME ON TASK	ESSENTIAL ELEMENTS
I. Introduction of course, class rules, successful employment	II	3 days	Common, 2C, 2D, 2E, 2F, 2G, 2H
A. Establish relevancy of prevocational course (overview of vocational education program for which prevocational course is being conducted).			Prevocational Elements Bii, Dii
B. Class rules/successful employment			
NOTE: Many teachers choose to relate their class rules to the principles of successful employment. This is an excellent way to address many of the common essential elements. Although cognitive mastery of these elements will be evaluated through the unit tests, individual student's demonstrated mastery performance should be evaluated through the course and, therefore, should be evaluated accordingly. For further information, see page 139.			
II. Leadership/Student Organizations	I	5 days	Common, 1A, 1B, 1C, 1D, 1E
NOTE: Acquaint students with vocational student organization related to prevocational education program.			
III. Career Awareness	III, IV	10 days	Common, 2A, 3A, 3B, 3C,
A. Obtaining occupational information			Prevocational Ai, Di
B. Identification of career opportunities			
C. Entrepreneurship			

IV. Identification of personal traits which affect career choice	VI	10 days	Prevocational Diii
V. General Safety Procedures	V	5 days	Prevocational Bi, Bii
VI. Exploratory Experiences (laboratory activities), hand tools and equipment and specific safety procedures should be related to each laboratory-based activity being addressed.	V, See pages 201 to 230 for additional information.	30 days	Prevocational Ai, Aii, Bi, Bii, C, Di, Dii
NOTE: Activities should depict the duties of careers classified in the occupational area.			
VII. Employability Skills	II	10 days	Common-2B
VIII. Relating personal traits to success in occupational area	VII	10 days	Prevocational Diii

Total instructional days - 83
Approximately five days leeway allowed for testing dates, local school district activities, etc.

SECTION III

COMMON ESSENTIAL ELEMENTS TO ALL VOCATIONAL PROGRAMS

LEADERSHIP

UNIT I

LEADERSHIP

UNIT OBJECTIVE

After completing this unit, the student will be able to explain the concepts related to effective leadership and demonstrate his/her attainment of leadership skills. Mastery will be evidenced by demonstration and by satisfactorily completing the unit test.

SPECIFIC OBJECTIVES

In completing this unit of instruction, the student will:

1. Define terms associated with leadership.
2. Cite examples of organizations and/or situations in which using leadership skills are helpful.
3. Identify characteristics and responsibilities of leaders.
4. Explain the roles effective citizenship and participation in our democratic society play on the manner in which decisions are made.
5. Compare and contrast the effectiveness of meetings conducted according to parliamentary procedure to those which are not.
6. Participate in orderly meetings conducted according to parliamentary procedure.
7. Define the term committee.
8. Cite examples of situations when committees are helpful.
9. Identify characteristics and responsibilities of effective group members.
10. Function effectively on committees.
11. Plan and conduct leadership activities.

UNIT I

LEADERSHIP

NOTES TO THE INSTRUCTOR

I. Objective Sheet

   A. Discuss the unit objective with the students.

   B. Discuss each specific objective.

   C. Have the students complete the objectives in a sequence best suited to your classroom.

   D. Add any objectives necessary to meet fully the needs of the unit and the students.

II. Information and Activity Sheets

   A. INFORMATION SHEET 1--TERMS AND DEFINITIONS

      1. Have the students give their definitions of leadership.

      2. Discuss terms and definitions.

      3. Complete ACTIVITY SHEET 1--UNSCRAMBLING TERMS

   B. INFORMATION SHEET 2--LEADERSHIP CONCEPTS

      1. Begin study of leadership by explaining its importance in solving problems, conducting activities, etc.

      2. Relate the study of this unit to the youth organization in the vocational program for which you are a teacher.

      3. If possible, allow your organization's officers to speak to the class concerning the youth organization.

      4. When relevancy of this unit has been conveyed and students' interest has been obtained, discuss Information Sheet.

      5. Have students give examples of situations they have experienced in which they have observed someone assuming the position of leader.

      6. Use the following transparencies to promote class discussion:

         a. TM-1--CHARACTERISTICS OF EFFECTIVE LEADERS

         b. TM-2--RESPONSIBILITIES OF EFFECTIVE LEADERS

         c. TM-3--WHERE LEADERSHIP IS USED

7. If possible arrange for a city council member, school board member, or other elected official to speak to your class concerning the role of leadership in our society. Be sure this/these person(s) explain the role the students have, as members of our society, in electing effective leaders.

8. Use the following ACTIVITY SHEETS to reinforce this area of instruction:

   a. ACTIVITY SHEET 2--CAN YOU IDENTIFY LEADERS?

   b. ACTIVITY SHEET 3--CLASS SURVEY

      (NOTE: Students may need prompting to get started. You may want to give them an example. If possible, display the picture of those leaders your class selects.)

C. INFORMATION SHEET 3--COMMITTEES

1. Discuss Information Sheet--reinforce how committees assist a group in conducting more time-efficient meetings.

2. Use TM-4--RESPONSIBILITIES OF EFFECTIVE COMMITTEE MEMBERS to assist in explaining what is expected of them as committee members.

3. Use ACTIVITY SHEET 4--THE ROLES PEOPLE PLAY to assist students in understanding how the different roles play a part in helping and hindering committee work.

   a. Copy coded stanzas to be used in Activity (four groups plus one for key).

   b. Prepare key.

   c. Have a prize or privilege to use as a reward to the group who finishes first.

   d. Have the students use the alphabet as the code, for example:

      $\frac{A}{1} \ \ldots \ \frac{Z}{26}$

   e. When students have completed activity, have them complete the form--THE ROLES PEOPLE PLAY.

   f. Instruct students not to put their names on their papers.

   g. Have students turn in Activity Sheets to you.

   h. Cut each student's column out to be returned to them for feedback.

   i. Each student should receive the same number of slips of paper as members are in the group.

   j. Have students describe ways they can improve negative roles.

D. INFORMATION SHEET 4--PARLIAMENTARY PROCEDURE

1. To assist students in understanding how the use of parliamentary procedure results in more orderly meetings, have the students complete ACTIVITY SHEET 5--CONDUCTING BUSINESS.

2. Discuss Information Sheet.

3. If possible, allow students the opportunity to observe your organization's meetings, and/or invite a parliamentary procedure team that competes in contests to conduct a mock meeting for your class.

4. After students have acquired the knowledge of basic parliamentary procedures terms and skills, allow them to complete ACTIVITY SHEET 5--CONDUCTING BUSINESS once again--discuss the difference parliamentary procedure plays in conducting a meeting effectively.

E. SUGGESTED PLANS FOR CONDUCTING LEADERSHIP ACTIVITES will assist students in accomplishing the essential elements in this area of study.

III. Unit Test

A. The test is divided into four parts.

1. Each part covers one Information Sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information in one information area or sheet.

2. Give the entire test upon completion of the unit and Activity Sheets.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any information area or sheets added to the unit.

IV. Answers to Activity Sheets

A. Some of the Activity Sheet answers will vary according to training and should be graded individually.

B. Some Activity Sheets will not have specific answers but will depend on student participation.

V. Answers to Tests

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

VI. References

A. Gray, Jarrell D and Mildred M. Gray, Parliamentary Guide for FFA. Vocational Instructional Services, F.E. Box 182, Texas A & M University, College Station, Texas, 77843.

B. Occupational Survival--Leadership. Urbana, IL: Division of Business Education, Department of Vocational and Technical Education, University of Illinois, 1978.

C. Personal Development for Cooperative Part-Time Training. Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas, 75428.

D. Safari, A Comprehensive Career Guidance Program for Secondary, Community College, College and University Levels. San Bernardino County Schools Office, 201 North E. Street, San Bernardino, CA., 92415.

E. Verderber, Randolph H. Communicate! Belmont, CA.: Wadsworth Publishing, 1978.

UNIT I

LEADERSHIP

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

1. communicate
2. democracy
3. diligent
4. leadership
5. minority
6. responsibility
7. strength of conviction
8. characteristic
9. debate
10. dependable
11. initiative
12. majority
13. personality
14. sense of humor
15. sympathy

ACTIVITY SHEETS 2 - 5

Evaluated to the satisfaction of the instructor.

UNIT I

LEADERSHIP

ANSWERS TO UNIT TEST

PART 1

1. d
2. e
3. i
4. g
5. l
6. c
7. k
8. f
9. j
10. h
11. m
12. o
13. n
14. b
15. a

PART 2

A. Variations of: the ability to inspire confidence and loyalty so that others follow willingly in order to achieve a desired goal

B. Two of the following: school, work, church, community, clubs, organizations, associations, situations which warrant attention and/or action of a group

C.
1. motivation
2. communicate
3. dependable
4. initiative
5. strength of conviction
6. belief in democracy
7. pleasing personality
8. sense of humor
9. sympathy

D.
1. T
2. F
3. F
4. T
5. F
6. T
7. T
8. T

PART 3

A. Variations of: a group of people chosen to study some matter or to do a certain thing.

B. Two of the following: used primarily in clubs, organizations, and associations so not to use meeting time for long discussions.

C. Variations of the following: considerable planning is needed for specific, future activities; suggestions needed to bring before the total group for action to be taken; specific work tasks need to be assigned to group members.

D. 1

PART 4

A. Variations of: orderly meetings can be conducted according to the basis of democratic principles.

B. 1. d
2. b
3. a
4. e
5. h
6. i
7. c
8. f
9. g

UNIT I

LEADERSHIP

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Characteristic--a special quality of a person or thing that helps us to know what the person or thing is
2. Communicate--to get information across so that it is understood by others
3. Debate--to give reasons for or against
4. Democracy--government in which the people have the ruling power
5. Dependable--reliable, can be counted on
6. Diligent--doing one's work in a careful, steady way
7. Initiative--the ability to get things done without needing to be told to do so
8. Leadership--the ability to inspire confidence and loyalty so that others follow willingly in order to achieve a desired goal
9. Majority--the greater part or number; more than half
10. Minority--the smaller part or number; less than half
11. Personality--special qualities which make a person different from another
12. Responsibility--a thing or person one is supposed to do, look after, etc.
13. Sense of Humor--the ability to see amusement in or the "funny side" to things
14. Strength of Conviction--to make a logical decision and stick by it, even if the majority do not agree with you
15. Sympathy--to understand and share the feelings of others

INFORMATION

UNIT I

LEADERSHIP

ACTIVITY SHEET 1--UNSCRAMBLING TERMS

1. To get information across so that it is understood by others.

   amocmnutcei ________________

2. Government in which the people have the ruling power.

   ocdmeyrca ________________

3. Doing one's work in a careful, steady way.

   tgdiienl ________________

4. The ability to inspire confidence and loyalty so that others follow willingly in order to achieve a desired goal.

   eedlhrpsia ________________

5. The smaller part or number; less than half.

   otiimryn ________________

6. A thing or person one is supposed to do, look after, etc.

   erpiinsytlobsi ________________

7. To make a logical decision and stick by it, even if the majority do not agree with you.

   htsgernt fo novciicnot ____________ ___ ____________

8. A special quality of a person or thing that helps us to know what the person or thing is.

   ttccaarriihcse ________________

9. To give reasons for or against.

   eebdta ________________

10. Reliable; can be counted on.

    peenddblae ________________

11. The ability to get things done without needing to be told to do so

    iiiaevttni ________________

ACTIVITY

12. The greater part or number; more than half.

joamrtyi ________________

13. Special qualities which make a person different from another.

tyialosnrpe ________________

14. The ability to see amusement in or the "funny side" to things.

sseen fo muohr __________ ___ __________

15. To understand and share the feelings of others.

pymshtya ________________

UNIT I

LEADERSHIP

INFORMATION SHEET 2--LEADERSHIP CONCEPTS

I. What is Leadership?

  A. Leadership is the ability to inspire confidence and loyalty so that others follow willingly in order to achieve a desired goal.

  B. Leadership may be assumed or displayed by those who may not have been given the authority to do so.

  EXAMPLE: Even though Carol is the President of Texas City High School's Vocational Industrial Clubs of America organization, Karen, who is the organization's secretary, is considered the organization's true leader. If the organization encounters a problem and/or needs someone to organize a function or activity, they turn to Karen.

II. Characteristics of Effective Leaders

  A. Initiative

  B. Motivation

  C. Dependability

  D. Belief in democracy

  E. Ability to communicate effectively

  F. Strength of conviction

  G. Pleasing personality

  H. Sense of humor

  I. Sympathy and understanding

III. Responsibilities of Effective Leaders

  A. Be well-informed

  B. Create an atmosphere of free communication

  C. Listen to and respect others' opinions

  D. Use the talents of each person in the group--do not assume sole responsibility in completing activities/tasks related to the group

  E. Abide by the decisions made by the group, even though the decisions may not be popular or may cause extra work

F. Be diligent in assisting the group in reaching an agreement

G. Convey decisions made by the group to others--both accurately and effectively

IV. Places/Situations in Which Leadership Skills are Helpful

A. School

EXAMPLES: Youth organizations--Future Farmers of America, Future Homemakers of America, Student Council

B. Work

EXAMPLES: Supervising others or showing new employees how to do something with which you are familiar

C. Church

EXAMPLES: Youth groups, Sunday School classes

D. Clubs, organizations, associations

EXAMPLES: 4-H, Rotary Club

E. Situations which warrant the attention and/or action of a group

EXAMPLE: Your city council is planning to establish an amusement park in your city. They cannot do anything further, however, until the majority of your city's citizens express their approval of the plan. If you organize a group of citizens to circulate a petition indicating approval of this endeavor, you are exhibiting leadership skills

V. Effective Leaders are Chosen By:

A. Their ability

B. Their experiences

C. How they deal with others

D. Their knowledge of leadership skills

E. Their ability to act calmly in pressure situations

VI. How You Can Become a Leader

A. Become a good follower.

B. Study those characteristics and responsibilities of effective leaders.

C. Learn both your strong and weak points--know your limitations.

D. Take Action!

(NOTE: Contrary to popular belief, effective leaders are not born with leadership skills.)

VII. The Role of Leadership in our Society

A. Because we are citizens of a democratic government, we, as the people, hold the ruling power.

1. Although we usually give our power over to representatives whom we elect to make the laws and run the government, we still have a responsibility to assist them in making their decisions.

2. The democratic process requires that persons in leadership positions be nominated and elected to the position--the same holds true in clubs, organizations, and associations.

B. As a citizen in our democratic society, your participation in electing those leaders who will be effective is important.

1. Election of leaders (in any situation) should not be based solely on:

a. Popularity.

b. Campaign promises which will lead to your personal gain.

c. Personal friendships.

EXAMPLE: The Office Education Association at Texas City High School will select its officers at the next meeting. John's best friend, Bob, has been nominated as a candidate for the office of president. Bob's opponent is Sally. Bob rarely attends the weekly meetings, much less offers to participate on committees. Bob, in fact, told John that the only reason he would like to be elected president was the chance to attend the OEA Leadership Conference in Galveston. Sally, on the other hand, has worked hard as a member of the association and has created a platform that proves she has some creative ideas for improving the association. Even though Bob is John's best friend, John has decided to vote for Sally because he knows she will do the better job.

2. Election of leaders should be based on their ability to represent the best interests of the majority of the group.

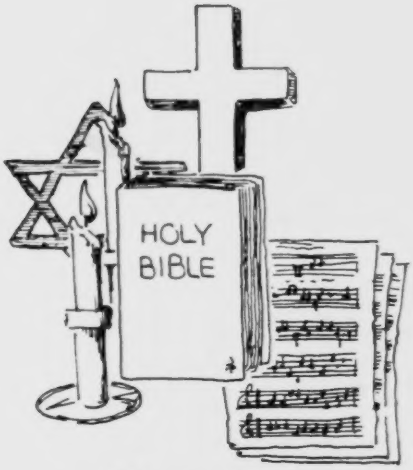
CHARACTERISTICS OF EFFECTIVE LEADERS

1. Initiative
2. Motivation
3. Dependability
4. Belief in Democracy
5. Ability to Communicate Effectively
6. Strength of Conviction
7. Pleasing Personality
8. Sense of Humor
9. Sympathy and Understanding

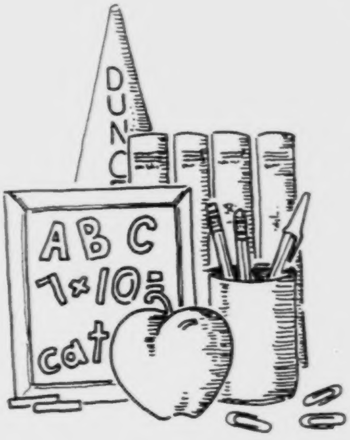
RESPONSIBILITIES OF EFFECTIVE LEADERS

1. Be well-informed
2. Create an atmosphere of free communication
3. Listen to and respect other's opinions
4. Use the talents of each person in the group
5. Abide by decisions made by the group
6. Be diligent in assisting group in reaching an agreement
7. Convey decisions made — both accurately and effectively

WHERE LEADERSHIP IS USED



Church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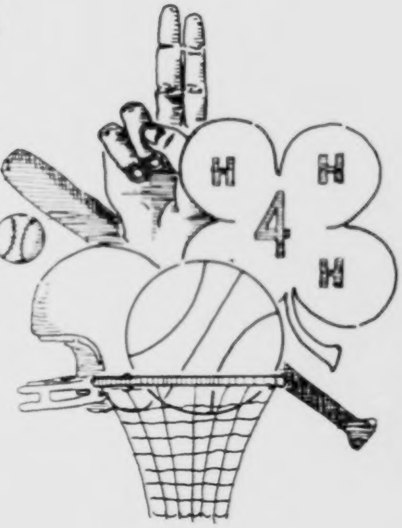
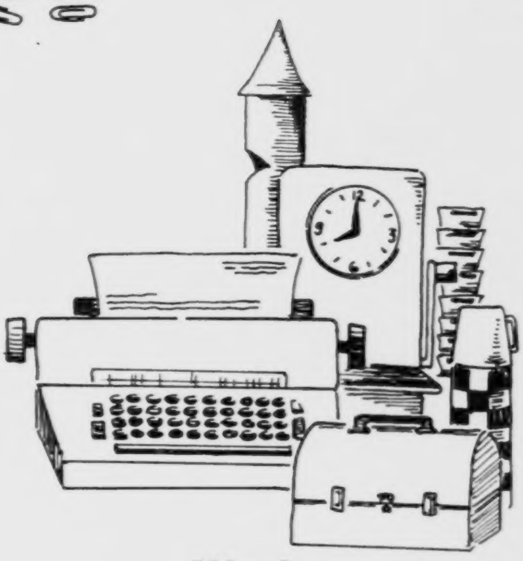
School



Clubs



Work

UNIT I

LEADERSHIP

ACTIVITY SHEET 2--CAN YOU IDENTIFY LEADERS?

Directions: Find an article in a newspaper and/or magazine which is about someone whom you consider to be a leader. Be prepared to present your article to the class and to explain why you think this person is a leader.

ACTIVITY

UNIT I

LEADERSHIP

ACTIVITY SHEET 3--CLASS SURVEY

Directions: Every year the news media conduct a survey to determine those people our country considers to be true leaders. List below the names of two individuals who you feel best display the responsibilities and characteristics of a leader. Your teacher will collect this activity sheet from you and your classmates and tally your responses to determine those individuals your class feels are the true leaders of our country.

1.

2.

UNIT I

LEADERSHIP

INFORMATION SHEET 3--COMMITTEES

I. What is a committee?

A. A committee is a group of people chosen to study some matter or to do a certain thing.

B. Committees are used primarily in clubs, organizations, and associations so not to use meeting times for long discussions.

II. When are committees helpful?

A. Committees are helpful when considerable planning is needed for specific future activities--referred to as special committees.

EXAMPLE: Employer/Employee Banquet Committee

B. Committees are helpful when suggestions are needed to bring before the total group for action to be taken--referred to as special committees.

EXAMPLE: Fund-raising activities

C. Committees are helpful when specific work tasks need to be assigned to group members--referred to as standing committees.

EXAMPLE: Membership Committee

III. What are the responsibilities of effective committee members?

A. Effective committee members know what the purpose of the committee is--they know what the outcomes or results should be.

B. Effective committee members know what their roles are.

C. Effective committee members work harmoniously with other committee members in order to achieve the desired goal.

D. Effective committee members voice their opinions and/or ideas which they feel would be of benefit to the committee in achieving the desired goal.

IV. Characteristics of Effective Committee Members

A. Information giver--gives the group ideas

(NOTE: Information provides 50% of what is done in the group.)

B. Information seeker--played by the member of the group who sees that the group needs more information

EXAMPLE: "How many cakes did we use last year?"

C. Expediter--keeps the group on the topic of discussion

EXAMPLE: "Hey, time is really getting away from us--we need to reach a decision today."

D. Idea person--thinks of many ideas

E. Harmonizer--keeps peace within the group

EXAMPLE: "We're really coming up with some good ideas; let's not lose it all by calling each other names."

F. Gatekeeper--helps to keep the conversation going

EXAMPLE: "Gary, did you have something to add?"

G. Compromiser--sees that two totally different views can be turned into one really good view with very little change on either side

V. Characteristics of Ineffective Committee Members

A. Aggressor--puts down others

B. Blocker--rejects ideas for no reason and also tries to get the group to reject them

C. Competer--always feels a need to compete with others

EXAMPLE: If the group really likes Arnie's idea, Bob may bring up another to top his.

D. Joker--"clowns around," mimicks, and makes a joke of everything

E. Monopolizer--needs to talk all the time--usually to try to impress the group with how smart he/she is

RESPONSIBILITIES OF EFFECTIVE COMMITTEE MEMBERS

1. Know what is expected of your committee

2. Know what your role will be

3. Work harmoniously with other committee members

4. Voice your opinions and/or ideas

ACTIVITY SHEET 4

GROUP 1

__ __   __ __ __   __ __ __ __ __   __ __ __   __ __ __

9 6   25 15 21   20 8 9 14 11   25 15 21   1 18 5

__ __ __ __ __ __   __ __ __   __ __ __;

2 5 1 20 5 14   25 15 21   1 18 5

__ __   __ __ __   __ __ __ __ __   __ __ __   __ __ __ __

9 6   25 15 21   20 8 9 14 11   25 15 21   4 1 18 5

__ __ __   __ __ __   __ __ __' __;

14 15 20   25 15 21   4 15 14   20

__ __   __ __ __   __ __ __ __   __ __   __ __ __

9 6   25 15 21   12 9 11 5   20 15   23 9 14

__ __ __   __ __ __ __ __   __ __ __   __ __ __ ' __;

2 21 20   20 8 9 14 11   25 15 21   3 1 14   20

__ __' __   __ __ __ __ __ __   __   __ __ __ __ __

9 20   19   1 12 13 15 19 20   1   3 9 14 3 8

__ __ __   __ __ __ ' __.

25 15 21   23 15 14   20

ACTIVITY

GROUP 2

__ __ __ __ __ __ __ __ __ __ __ __ __ ' __ __

9 6 25 15 21 20 8 9 14 11 25 15 21 12 12

__ __ __ __, __ __ __ __ __ __ __ __ __ ' __ __ __

12 15 19 5 25 15 21 18 5 12 15 19 20 6 15 18

__ __ __ __ __ __ __ __ __ __ __ __ __ __ __

15 21 20 9 14 20 8 5 23 15 18 12 4 23 5

__ __ __ __ ' __ __ __ __ __ __ __ __ __ __ __ __ __

6 9 14 4 19 21 3 3 5 19 19 2 5 7 9 14 19

__ __ __ __ __ __ __ __ __ __ __ ' __ __ __ __ __,

23 9 20 8 1 6 5 12 12 15 23 19 23 9 12 12

__ __ ' __ __ __ __ __ __ __ __ __ __ __ __ __ __

9 20 19 1 12 12 9 14 20 8 5 19 20 1 20 5

__ __ __ __ __ __.

15 6 13 9 14 4

GROUP 3

__ __   __ __ __   __ __ __ __ __   __ __ __   __ __ __
9 6   25 15 21   20 8 9 14 11   25 15 21   1 18 5

__ __ __ __ __ __ __ __ __ __,   __ __ __   __ __ __;
15 21 20 3 12 1 19 19 5 4   25 15 21   1 18 5

__ __ __ ' __ __   __ __ __   __ __   __ __ __ __ __
25 15 21   22 5   7 15 20   20 15   20 8 9 14 11

__ __ __ __   __ __   __ __ __ __
8 9 7 8   20 15   18 9 19 5

__ __ __ ' __ __   __ __ __   __ __   __ __   __ __ __ __
25 15 21   22 5   7 15 20   20 15   2 5   19 21 18 5

__ __   __ __ __ __ __ __ __ __   __ __ __ __ __ __
15 6   25 15 21 18 19 5 12 6   2 5 6 15 18 5

__ __ __   __ __ __   __ __ __ __   __ __ __   __
25 15 21   3 1 14   5 22 5 18   23 9 14   1

__ __ __ __ __.
16 18 9 26 5

GROUP 4

```
__ __ __ __'  __   __ __ __ __ __ __ __   __ __ __' __
12 9  6  5    19   2  1  20 20 12 5  19   4  15 14  20

__ __ __ __ __ __   __ __   __ __   __ __ __
1  12 23 1  25 19   7  15   20 15   20 8  5

__ __ __ __ __ __ __ __   __ __   __ __ __
19 20 18 15 14 7  5  18   15 18   20 8  5

__ __ __ __ __ __   __ __ __;
6  1  19 20 5  18   13 1  14

__ __ __   __ __ __ __ __ __   __ __   __ __ __ __ __
2  21 20   19 15 15 14 5  18   15 18   12 1  20 5  18

__ __ __   __ __ __   __ __ __   __ __ __ __,   __ __
20 8  5    15 14 5    23 8  15   23 9  14 19    9  19

__ __ __   __ __ __   __ __ __   __ __ __ __ __ __   __ __
20 8  5    15 14 5    23 8  15   20 8  9  14 11 19   8  5

__ __ __.
3  1  14
```

UNIT I

LEADERSHIP

ACTIVITY SHEET 4--THE ROLES PEOPLE PLAY

Directions: A. Put the names of all group members on the chart.

B. Put a check in the column(s) that best describe each member's role (including yours) in the group. You may use Information Sheet 3 for explanations of each role.

Roles													
Information Giver													
Expediter													
Idea Person													
Harmonizer													
Gatekeeper													
Compromiser													
Aggressor													
Blocker													
Competer													
Joker													
Monopolizer													
None of the above													

ACTIVITY

LEADERSHIP

INFORMATION SHEET 4--PARLIAMENTARY PROCEDURE

I. What is Parliamentary Procedure?

  A. Parliamentary procedure is a set of rules used in order to obtain group consensus in solving problems and making decisions.

  B. Parliamentary procedure is used to conduct orderly group meetings according to democratic principles.

II. Democratic Principles

  A. Through parliamentary law, the minority is guaranteed the right to express its opinion with protection from the majority.

  B. The majority has the right to decide all issues.

  C. The minority is expected to abide with the decision made by the majority.

  D. Debate of the group must be fair to all present.

  E. All members of the group are free to debate under the rules established.

III. Common Parliamentary Procedure Terms

  A. Adjourn--to officially close the meeting by a majority vote of those present

  B. Amending a motion--to change the previous motion

  C. Chair--the office of one who presides over a meeting - president, chairperson, speaker, etc.

  D. House--the members of the group assembled, may be referred to as the assembly

  E. Meeting--a gathering of the members to conduct business related to the group

  F. Minutes--the official record of what occurred during a meeting

  G. Main motion--a proposal by a group member to the house that certain action be taken

  H. New business--business brought before the house for the first time

  I. Pro and con--for or against a motion or rule

  J. Pro tem--acting during the absence of an officer

K. Proxy--a signed statement by a member authorizing another member to vote in his/her absence

L. Question--means by which discussion of a motion made will cease so the presiding officer can call for a vote by the members

M. Quorum--the number of members who must be present to transact business and/or make decisions

N. Second the motion--when a second member of the house approves the main motion

(NOTE: A main motion will receive no action by the house if it does not receive a second.)

O. Table the Motion--to delay decision on a motion

P. Unfinished Business--business brought before the house for the second or more times

IV. Fundamental Parliamentary Practices

A. The main motion

1. The most common way of bringing business before the house

2. Steps in making a motion

a. Rise and request recognition from the chair--appropriate titles include--Mr. President, Madam President, Mr. Chairman, etc.

b. Recognition by the chair

c. Making the motion--"I move that..." Such terms as "I so move" or "I make a motion" are incorrect.

d. Seconding the motion--"Madam President, I second the motion."

(NOTE: A motion is seconded without obtaining recognition.)

e. Statement of the question--"It is moved and seconded that..." If the question (motion) is debatable, it is then opened for discussion or debate.

f. Recognition by the president--Following recognition by the president, a member is entitled to speak.

g. Vote--the final vote is taken after discussion is ended.

B. If you join an organization, club, or association you will observe many more rules of parliamentary procedure which are used to conduct business both more effectively and efficently.

LEADERSHIP

ACTIVITY SHEET 5--CONDUCTING BUSINESS

Directions: Your class has been selected by the principal to conduct a fund raising drive. Your class must decide during this class period the means by which your class will raise the money. Conduct a class meeting according to the fundamental principles of a democracy.

ACTIVITY

SUGGESTED PLANS FOR CONDUCTING LEADERSHIP ACTIVITIES

Since the prevocational classes will have difficulty in effectively conducting leadership activities without the students' participation in youth organizations, the following plan is suggested. Of course, variations of this plan should be considered to comply with your local teaching situation.

I. Elect class officers

1. President
2. Vice-President
3. Secretary
4. Others as needed (treasurer, reporter, etc.)

II. Appoint class committees

1. Shop or classroom safety committee
2. Shop or classroom clean-up committee
3. Public Relations Committee (school news, etc.)
4. Career Resources/Program Committee (responsibility to assist instructor in securing names of businesses/industries and individuals who would be willing to share information with the class).

(NOTE: Designate or elect committee chairpersons, and select all students to serve on at least one committee. Committees should report current status at each meeting.)

III. Have a class meeting (weekly, bi-weekly, monthly) (See Sample Agenda on the following page.)

IV. Conduct the class meetings according to simple parliamentary procedure

-Main Motion
-Second
-Vote (use different methods--voice, show of hands, ballot, etc.)

(NOTE: First class meeting will consist of nominations and election of class officers.)

Sample
Agenda

Prevocational ________________ Meeting

I. Call to order

II. Roll call

III. Minutes of previous meeting

IV. Orders of the day

V. Officer reports

VI. Special features (speakers, audiovisuals, and other parts of a program)

VII. Unfinished business

VIII. Committee reports

IX. New business

X. Installation ceremonies (when needed)

XI. Adjournment

UNIT I

LEADERSHIP

UNIT TEST--PART 1

Match the following terms to their definitions by placing the correct letter in the blank at the left.

______ 1. Communicate

______ 2. Democracy

______ 3. Initiative

______ 4. Diligent

______ 5. Leadership

______ 6. Majority

______ 7. Personality

______ 8. Responsibility

______ 9. Dependable

______10. Minority

______11. Sense of Humor

______12. Sympathy

______13. Strength of Conviction

______14. Characteristic

______15. Debate

a. to give reasons for or against something

b. a special quality of a person or thing that helps us to know what the person or thing is

c. the greater part or number; more than half

d. to get information across so that it is understood by others

e. government in which the people have the ruling power

f. a thing or person one is supposed to do, look after, etc.

g. doing one's work in a careful, steady way

h. the smaller part or number; less than half

i. the ability to get things done without needing to be told to do so

j. reliable; can be counted on

k. special qualities which make a person different from another

l. the ability to inspire confidence and loyalty so that others follow willingly in order to achieve a desired goal

m. the ability to see amusement in or the "funny side" to things

n. to make a logical decision and stick by it, even if the majority do not agree with you

o. to understand and share the feelings of others

UNIT I

LEADERSHIP

UNIT TEST--PART 2

A. In your own words, define the term leadership.

B. Name the places/situations leadership skills are helpful.

1.

2.

C. Identify the characteristics of effective leaders by unscrambling the following words which describe them and writing them in the blank.

1. A desire that makes you do something

   niottomavi ________________

2. To get information across so that it is understood by another person

   mmocnuetaci ________________

3. Reliable; can be counted on

   peenddleba ________________

4. The ability to get things done without needing to be told to do so

   iiittaveni ________________

5. To make a logical decision and stick by it, even if the majority do not agree with you

   gsnetrht fo vnoiciocnt ________________

6. The practice of allowing equal participation by all members

   eblief ni cryomeacd ________________

7. Enjoyable special qualities which make a person different from others

   leapings spernolatiy ________________

8. The ability to see the amusement in or the "funny side" to things

ssnee fo mhuro ________________

9. To understand and share the feelings of others

psymtyah ________________

D. Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

____1. An effective leader should be well-informed.

____2. An effective leader is liked by all in the group.

____3. An effective leader assumes sole responsibility in completing activities/tasks related to the group.

____4. An effective leader creates an atmosphere of free communication.

____5. An effective leader overrules those decisions made by the group if they are unpopular or will cause the group to put forth unnecessary work.

____6. An effective leader assists the group in reaching an agreement.

____7. As a citizen in our democratic society, your participation in electing those leaders who will be effective is important.

____8. Election of leaders should be based on their ability to represent the best interest of the majority of the group, not on their popularity.

UNIT I

LEADERSHIP

UNIT TEST--PART 3

A. In your own words, define the word committee.

B. Name two situations or places where committees are used:

1.

2.

C. Name one example of a situation when a committee would be helpful.

D. Read the following two paragraphs. Place the number of the paragraph which best reflects that the responsibilities of an effective committee member are represented. Number ____.

1. Bob was appointed to the program committee. He spent thirty minutes with the club president finding out exactly what the outcomes or results of the committee should be. In addition, he asked what his role would be in serving on this committee. Last week, when the committee met, he offered suggestions that he felt would be of benefit in planning the program.

2. Phil was appointed to the membership committee. He assumed that because the name of the committee was membership, his role would be to recruit potential members. For several weeks Phil spent his lunch hours talking to students about the OEA organization. Last week, when the committee met, Phil did not say a word during the meeting because he felt since this was his first year as a member of OEA, the more experienced members' opinions/ideas would be of more benefit.

UNIT I

LEADERSHIP

UNIT TEST--PART 4

A. Describe, in your own words, the benefit(s) of using parliamentary procedure to conduct meetings.

B. Match the following terms to their definitions by placing the correct letter in the blank at the left.

___ 1. Chair
___ 2. Meeting
___ 3. Adjourn
___ 4. Minutes
___ 5. House
___ 6. Main Motion
___ 7. New business
___ 8. Second the motion
___ 9. Unfinished business

a. to officially close the meeting by a majority vote of those present

b. a gathering of the members to conduct business related to the group

c. business brought before the house for the first time

d. the office of one who presides over a meeting

e. the official record of what occurred during a meeting

f. when a second member of the house approves the main motion

g. business brought before the house for the second or more times

h. the members of the group assembled

i. a proposal by a group member to the house that certain action be taken

TEST

EMPLOYABILITY SKILLS

UNIT II

SUCCESSFUL EMPLOYMENT

UNIT OBJECTIVE

After completing this unit, the student will be able to explain those concepts related to successful employment and demonstrate his/her attainment of employability skills. Mastery will be evidenced by demonstration and by satisfactorily completing the unit test.

SPECIFIC OBJECTIVES

In completing this unit of instruction, the student will:

1. Define terms associated with successful employment factors
2. Identify sources used for information concerning employment opportunities
3. Practice correct procedures for completing a job application
4. Practice correct procedures for conducting a successful job interview
5. Explain the effect positive on-the-job relations have on successful employment
6. Demonstrate the ability to follow both oral and written directions
7. Practice punctuality and dependability
8. Demonstrate the ability to work with others harmoniously
9. Observe the rules and standards of the work place
10. Demonstrate responsibility and the ability to follow through on assigned tasks
11. Exhibit productive work habits and attitudes

UNIT II

SUCCESSFUL EMPLOYMENT

NOTES TO THE INSTRUCTOR

I. Objective Sheet

   A. Discuss the unit objective with the students.

   B. Discuss each specific objective with the students.

   C. Have the students complete the objectives in the sequence presented in the unit so that they will better understand the job acquisition process.

   D. Add any objectives necessary to meet fully the needs of the unit and the student.

II. Information and Activity Sheets

   A. Use the Information Sheets for general class discussion.

   B. INFORMATION SHEET 1--TERMS AND DEFINITIONS

      1. Discuss the terms and definitions with the students.

      2. Stress to the students that these terms are used in the job acquisition process.

      3. Have the student read ACTIVITY SHEET 1--LEARNING SUCCESSFUL EMPLOYMENT TERMINOLOGY; further explain the steps if necessary.

      4. Have in mind a special privilege or prize to be given to the group that wins.

   C. INFORMATION SHEET 2--SOURCES TO USE FOR DEVELOPING AN AWARENESS OF EMPLOYMENT OPPORTUNITIES

      1. Arrange for an employee of the Texas Employment Commission to speak to the class about the services that are available through the commission.

      2. Arrange for the employer of a private employment agency to speak to the class about services available through a private agency.

      3. Have students read the want ads in their hometown newspapers and select jobs in which they would be interested.

      4. Have the students ask their parents how they learned about their jobs. Do a survey in class to determine the leading source to look for employment.

      5. To reinforce this area of instruction use:

         a. ACTIVITY SHEET 2--LEARNING WANT AD ABBREVIATIONS

         b. ACTIVITY SHEET 3--EXPLORING WANT ADS

c. ACTIVITY SHEET 4--EMPLOYMENT OPPORTUNITIES

(NOTE: Provide students with the yellow pages of your local telephone directory, information from the local Chamber of Commerce concerning local businesses and industries, career guidance resources, etc.)

D. INFORMATION SHEET 3--JOB APPLICATIONS

1. Explain to the students that although applications are not required for all jobs, most companies do require them.

2. Gather application forms from several companies. Allow students to compare the application forms to see differences and similarities.

3. Have the students complete ACTIVITY SHEET 5--FOLLOWING DIRECTIONS.

   (NOTE: Stress the importance of the students' reading everything before beginning.)

4. Use TM-1--APPLICATION FOR EMPLOYMENT to assist students in understanding the format and content of a job application--be sure to go over each section and give examples of ways in which it may be completed.

5. Use ACTIVITY SHEET 6--HELP JOE to give those students who have not yet had a job or opportunity to complete an application form with the necessary information.

   a. Discuss the directions.

   b. Have the students complete one or all of the application forms.

   c. Although background information is given, add any information necessary for completion of the application forms.

6. Use ACTIVITY SHEET 7--COMPLETING THE APPLICATION FORM to assist students in completing an application form using information about themselves.

E. INFORMATION SHEET 4--THE JOB INTERVIEW

1. Cut several pictures from magazines. Show each picture to the class and ask if the subjects are dressed appropriately for a job interview.

2. Secure films from your local Education Service Center on job interviewing.

3. Have students design a bulletin board showing good and bad examples of information related to preparing for the interview.

4. Use the following Transparency Masters to promote class discussion.

   a. TM-2--JOB INTERVIEW POINTERS

   b. TM-3--WHOM WOULD YOU HIRE?

5. Have students complete ACTIVITY SHEET 8--ROLE-PLAYING A JOB INTERVIEW. You should interview each student at least once.

F. INFORMATION SHEET 5--RULES FOR SUCCESSFUL EMPLOYMENT

1. If possible, arrange for a personnel director, labor relations manager, or local employer to speak to your class concerning the importance of the factors discussed in the information sheet.

2. Use TM-6 to stress the importance of attitudes.

3. Use ACTIVITY SHEET 9--FOLLOWING INSTRUCTIONS as a means for ensuring that students understand the importance of following directions.

4. ACTIVITY SHEET 10--GETTING ALONG WITH EMPLOYERS AND CO-WORKERS may be completed individually or in groups. If completed in groups, the following suggested methods may be utilized:

   a. Role-play chosen actions.

   b. Have groups defend chosen actions.

5. ACTIVITY SHEET 11--SUCCESSFUL EMPLOYMENT ACTIVITIES provides a means of ensuring class participation, motivating students, and of assessing and documenting mastery of common essential elements to all vocational programs 2 C - H.

III. Answers to Activity Sheets--Some of the Activity Sheets will not have specific answers; grading should be based on student participation.

IV. Answers to Unit Tests

V. Unit Test

A. The test is divided into five parts.

1. Each part covers one Information Sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information in that Information Sheet.

2. Give the entire test upon completion of all the Information and Activity Sheets.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any Information or Activity Sheets added to the unit.

VI. References

A. Bolles, Richard N. What Color Is Your Parachute? Berkely: Ten Speed Press, 1978.

B. Irish, Richard K. Go Hire Yourself an Employer. Garden City: Anchor Press/Doubleday, 1978.

C. Job Application Language. Janus Publishing Company, 1978.

D. Job-Related Instruction for Cooperative Part-Time Training. Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas, 75428.

E. Kimbrell, Grady and Ben S. Vineyard. Succeeding in the World of Work. Bloomington: McKnight Publishing Company, 1975.

UNIT II

SUCCESSFUL EMPLOYMENT

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 2

1. j
2. d
3. k
4. l
5. m
6. i
7. o
8. e
9. h
10. g
11. p
12. n
13. t
14. f
15. s
16. r
17. a
18. b
19. c
20. q

ACTIVITY SHEETS 3-5

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEETS 6-7

Evaluated to the satisfaction of the instructor; check for information, spelling, and grammar.

ACTIVITY SHEETS 8 and 9

Evaluated to the satisfaction of the instructor.

ACTIVITY SHEET 10

1. c
2. c
3. c
4. b
5. a
6. b
7. c
8. b
9. Both "a" and "c" are possible. However, because Cruz was hired with the understanding that he would work one Saturday every two months, explaining to the supervisor that he could not work may lead to the supervisor's [illegible] that he is irresponsible. Answer "c."

10. b

11. Although it could be argued that all answers are possible, because Randall is a new employee, "c" would be the best choice. Using "a" could cause friction between Randall and his co-workers. Using "b" could label Randall as a "snitcher." Both are possibilities, however, at a later time.

12. Although answer "c" would be the easiest, it is evident that reputations are at stake. Because rumors tend to be blown out of proportion, Georgette's best choice is to go directly to her supervisor before someone is hurt. Calling the audit division could only shed undue suspicion on her supervisor. However, if the rumor is true, Georgette will find out how it affects her if she asks her supervisor.

13. Many times, co-workers will not be your best friends; therefore, you may not know very much about their personal lives. By asking Robin if there is anything she can do to help, she is not pressuring her into confiding in her, nor is she totally ignoring the problem. Answer "a."

14. b

15. c

ACTIVITY SHEET 11

Evaluated to the satisfaction of the instructor.

UNIT II

SUCCESSFUL EMPLOYMENT

ANSWERS TO UNIT TEST

PART 1

1. y
2. z
3. a
4. i
5. r
6. b
7. j
8. c
9. d
10. aa
11. mm
12. bb
13. k
14. f
15. e
16. l
17. cc
18. dd
19. g
20. ee
21. s
22. q
23. p
24. nn
25. h
26. t
27. o
28. n
29. v
30. ff
31. u
32. gg
33. jj
34. w
35. m
36. ii
37. x
38. hh
39. ll
40. kk

PART 2

Variations of three of the following:

A. 1. want-ads
   2. friends, relatives, and acquaintances
   3. media
   4. employment agencies
   5. applying without knowing
   6. public schools
   7. colleges/universities

B. Evaluated to the satisfaction of the instructor--refer to INFORMATION SHEET 2--SOURCES TO USE FOR DEVELOPING AN AWARENESS OF EMPLOYMENT OPPORTUNITIES

PART 3

Evaluated to the satisfaction of the instructor.

PART 4

A. 1. time, date
2. title
3. company, job
4. job, company
5. questions
6. company, job
7. conservatively; comfortably
8. too much
9. pressed
10. overdone

B. 1. T
2. T
3. F
4. F
5. F
6. F
7. T
8. T
9. F
10. T

C. 1. X
2. X
3. X
4. X
5. X
6. X
7. X
8. X
9. X
10. X
11. X
12.
13.
14.
15. X

PART 5

A. 1.
2.
3. X
4. X
5.
6.
7. X

B. Evaluated to the satisfaction of the instructor.

UNIT II

SUCCESSFUL EMPLOYMENT

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Accurate--free from mistakes; a truthful account. Is this an accurate record of your past employment?

2. Address--the place where you receive your mail. A permanent address is the place where you may always receive your mail, such as your parents' address. A present address is the place you receive your mail now. What is your present address?

3. Applicant--one who applies for a job. Are you one of the top applicants?

4. Bondable--usually refers to the right to be insured. People who handle large sums of money are sometimes asked to be insured against theft or embezzlement. If offered this job, would you be bondable?

5. Character--usually refers to such personality traits as honesty, dependability, loyalty, etc. Could you name three character references? (Could you name three people who could verify your personality traits?)

6. Chronic--keeps coming up; recurring; usually relates to an illness, such as diabetes, epilepsy, etc., which requires medication. Do you have any chronic illnesses?

7. Compensation--payments, usually refers to payment due to an injury on the job (worker's compensation) or payment due to being out of a job (unemployment compensation). Have you collected worker's compensation in the last two years?

8. Confidential--refers to being kept a secret or private. You can be sure that the information concerning your past employment will be confidential.

9. Convicted--to be proved guilty by a judge or jury of a crime. Have you ever been convicted of a felony?

10. Dependents--persons who rely upon you for support. Usually refers to the number of children you have. How many dependents do you have?

11. Disability--usually refers to the inability to work because of an injury; insurance may be taken out which will provide a check if you are unable to work. The insurance is paid either by the employee or the employer. Have you claimed any disability insurance in the last year?

12. Eligible--able or worthy of being chosen. Are you eligible for employment at this time?

____

13. Emergency--an unexpected act causing a need for some type of action right away. Whom should we notify in case of an emergency?

____

14. Employer--the person or business for whom a person works. Who was your previous employer?

____

15. Excluding--to leave out; not include. How many jobs have you held, excluding your present job?

____

16. Fee--a set amount of money you must pay for certain services. Would you be willing to pay a small fee for our services?

____

17. Felony--a federal crime for which punishment may be death or imprisonment for more than one year. Have you ever been convicted of a felony?

____

18. Institution--a place where you may receive formal training or education. What is the name of the institution from which you received your diploma?

____

19. Insurance--coverage against a loss; usually refers to health/life insurance, unemployment insurance, and disability insurance. Have you collected unemployment insurance in the last year?

____

20. Legibly--written in a way which can be easily read. Your application should be typed or written legibly.

____

21. Maiden name--the last name of a woman before she is married. What is your maiden name?

____

22. Marital status--refers to being single, married, separated, or divorced. What is your marital status?

____

23. Misdemeanor--a crime less serious than a felony. Have you ever been convicted of a misdemeanor?

____

24. Misrepresented--to give a false or misleading statement; usually appears at the end of a job application before the signature. I certify that the above statements are true and in no way is any information misrepresented.

____

25. Naturalized--to become a citizen. On what date were you naturalized?

____

26. Not applicable--does not apply to you; usually expressed as N/A. If the information does not apply to you, please write N/A.

27. Omission--the state of being left out or blank; usually as an error. If you do not write the term N/A in a blank, they will think it was an omission on your part.

28. Optional--having a choice. Listing your age on the application is optional.

29. Personal--belonging to you; usually refers to information about your height, weight, marital status, age, etc. Please include all personal data on the first page.

30. Personnel--a group of persons belonging to an organization. A personnel director is usually in charge of hirings, firings, disagreements, etc. The personnel in this business are young, energetic individuals.

31. Probationary--a period of time during which a company sees if you can do the job you were hired for. You realize that there is a probationary period of six months.

32. Qualified--having the skill, training, and/or education to do a job. Why do you feel you are qualified?

33. Reference--someone who can be asked to give an answer to questions about a person's ability to do a job. Usually there are two types of references: past employers and character references. Please name three references.

34. Relatives--people who are related to you. Do you have any relatives working here?

35. Reverse side--on the other side. Please include any additional information on the reverse side.

36. Salary--usually refers to a fixed amount of pay not directly related to the number of hours you work. What is the beginning salary?

37. Sex--refers to being male or female. To what sex do you belong?

38. Signature--a person's name, written in longhand. Please read the application and include your signature at the bottom.

39. Spouse--depending on your sex, your husband or wife. What is your spouse's occupation?

---

40. Wage--usually refers to the amount of money you earn during an hour. What is the minimum wage?

SUCCESSFUL EMPLOYMENT

ACTIVITY SHEET 1--LEARNING SUCCESSFUL EMPLOYMENT TERMINOLOGY

1. Make a copy of INFORMATION SHEET 1.
2. Cut out each item along the lines.
3. Place the slips of paper in a hat or box for drawing purposes.
4. Divide the class into two groups. The should stand on opposite sides of the room.
5. Each group should invent a clever name. Write the name of the groups on the board.
6. Each student will draw a slip of paper and immediately give it to the teacher.
7. The teacher will say the word that appears on the slip. The student will then define the word and use the word in a sentence to the satisfaction of the teacher. A mark is placed by the group's name each time a student defines the word correctly.
8. The other group will follow steps 6 and 7.
9. When all words have been used, the group with the most marks will be declared the winner.

COPIES OF THIS ACTIVITY COULD BE MADE FOR ALL STUDENTS TO EASE ANY MISUNDERSTANDINGS. HOWEVER, THE TEACHER MAY WANT TO READ THE DIRECTIONS TO THE CLASS.

SUCCESSFUL EMPLOYMENT

INFORMATION SHEET 2--SOURCES TO USE FOR DEVELOPING AN AWARENESS OF EMPLOYMENT OPPORTUNITIES

I. Newspaper want ads--Newspapers list in the want ad sections job openings that are available. According to a survey of 1,143 employers, this is the most common source of finding a job.

II. Word-of-mouth--Friends, relatives, and acquaintances usually know of job openings before they are advertised. Ask around!

III. Media--Television and radio sometimes offer excellent leads for employment.

IV. Employment agencies--Agencies are usually used when professional jobs are desired.

   A. Types of agencies

      1. Private agency

         a. Charges a fee for finding a job--sometimes the fee is paid by the hiring employer. Check first!

         b. The amount of the fee can be a percentage of the annual salary or a flat rate.

      2. Public agency

         a. Does not charge a fee for services

         b. Supported by state and federal governments

   B. Services provided by employment agencies:

      1. Find jobs for workers

      2. Provide career counseling

      3. Provide testing to determine interests and aptitudes

      4. Arrange interviews with the employers

V. Applying without knowing if an opening is available--find out what kind of work you would like to do and where you would like to do it.

   A. Look in the yellow pages of the telephone directory.

   B. Check with the Chamber of Commerce in the city/community in which you would like to work.

   C. Knock on doors.

VI. Public schools
    A. Counselors
    B. Job placement coordinators
    C. Vocational instructors
    D. Academic teachers
VII. Colleges/Universities, Trade/Technical Schools
    A. Placement office
    B. Counselors
    C. Instructors

UNIT II

SUCCESSFUL EMPLOYMENT

ACTIVITY SHEET 2--LEARNING WANT AD ABBREVIATIONS

Directions: Because a newspaper charges a business by the length of the ad it places, many ads will be abbreviated. The following is a list of abbreviations commonly found in want ads. Place the letter of the definition next to the abbreviation it best fits.

____ 1. Ans.
____ 2. Appt.
____ 3. Bldg.
____ 4. Bus.
____ 5. Co.
____ 6. Dept.
____ 7. Drv. Lic.
____ 8. E.O.E.
____ 9. Gd. Sal.
____ 10. Hr.
____ 11. Mech.
____ 12. M-F
____ 13. Pt. time
____ 14. Refs.
____ 15. Sal. open
____ 16. Trk.
____ 17. Typ.
____ 18. Wk.
____ 19. Yr.
____ 20. $$

a. typing
b. week or work
c. year
d. appointment
e. Equal Opportunity Employer/Employment
f. references
g. hour
h. good salary
i. department
j. answer
k. building
l. business
m. company
n. Monday - Friday
o. driver's license
p. mechanic or mechanical
q. dollars, money
r. truck
s. salary open
t. part time

UNIT II

SUCCESSFUL EMPLOYMENT

INFORMATION SHEET 3--JOB APPLICATIONS

I. Once you have identified an employment opportunity, usually the next step to obtaining a job is to complete the job application.

II. A job application is a form a business or industry uses for potential employees to provide them with the information needed to consider an applicant for employment.

III. Hints for Completing Application Forms

(NOTE: Although each company has its own application form, the rules for completing one apply to any form.)

A. Read the entire form before starting to write.

B. Follow directions carefully.

1. Note whether the information is to be typed, printed, or handwritten.
2. If asked to print or handwrite, always use a pen, preferably black.

C. Write clearly and neatly.

D. Answer all questions.

(NOTE: If the questions do not apply to you, write "N/A" for not applicable. This shows that you did not overlook a question.)

E. Answer questions as briefly as possible.

F. Be honest.

G. If you have completed a resume, take it with you; it will assist in ensuring that all information is correct and complete.

H. Read over the completed form when finished. Make sure every blank is completed.

I. Avoid cross-outs and too many erasures.

J. Use the word open for questions about salary. Putting down an amount could land you a salary below what was planned or scare the employer because the amount is too high. Discuss salary with the employer at the proper time during the interview.

IV. Usual Information Required on the Application

A. Personal information

1. Name

2. Age
3. Social security number
4. Date of birth
5. Address and telephone number
6. Citizenship
6. Optional: Marital status, dependents, health status

B. Job desired

C. Educational background

D. Previous work experience

E. Military record

F. References

G. Signature of applicant

(NOTE: Use your correct name--no nicknames! Your signature is required to ensure that the information on the form is true.)

FOR OFFICE USE ONLY	
Possible Work Locations	Possible Positions

APPLICATION FOR EMPLOYMENT

FOR OFFICE USE ONLY	
Work Location ______	Rate ______
Position ______	Date ______

(PLEASE PRINT PLAINLY)

To Applicant We deeply appreciate your interest in our organization and assure you that we are sincerely interested in your qualifications A clear understanding of your background and work history will aid us in placing you in the position that best meets your qualifications and may assist us in possible future upgrading

PERSONAL

Date ______

Name ______ Last First Middle Social Security No ______

Present address ______ No Street City State Zip Telephone No ______

Do you have any physical condition which may limit your ability to perform the particular job for which you are applying? ______ If yes

describe such condition ______

Position(s) applied for ______ Rate of pay expected $______ per week

Would you work Full-Time ______ Part-Time ______ Specify days and hours if part-time ______

Were you previously employed by us? ______ If yes, when? ______

List any friends or relatives working for us, other than spouse ______ Name(s)

If your application is considered favorably, on what date will you be available for work? ______ 19 ______

Are there any other experiences, skills, or qualifications which you feel would especially fit you for work with our organization? ______

______

______

RECORD OF EDUCATION

School	Name and Address of School	Course of Study	Check Last Year Completed	Did You Graduate?	List Diploma or Degree
High			1 2 3 4	☐ Yes ☐ No	
College			1 2 3 4	☐ Yes ☐ No	
Other (Specify)			1 2 3 4	☐ Yes ☐ No	

MILITARY SERVICE RECORD

Were you in U.S. Armed Forces? Yes ______ No ______ If yes what Branch? ______

Dates of duty From ______ Month Day Year To ______ Month Day Year Rank at discharge ______

List duties in the service including special training ______

______

List below all present and past employment, beginning with your most recent

I

Name and Address of Company and Type of Business	From		To		Describe the work you did	Reason for Leaving	Name of Supervisor
	Mo	Yr	Mo	Yr			
Telephone							

II

Name and Address of Company and Type of Business	From		To		Describe the work you did	Reason for Leaving	Name of Supervisor
	Mo	Yr	Mo	Yr			
Telephone							

III

Name and Address of Company and Type of Business	From		To		Describe the work you did	Reason for Leaving	Name of Supervisor
	Mo	Yr	Mo	Yr			
Telephone							

IV

Name and Address of Company and Type of Business	From		To		Describe the work you did	Reason for Leaving	Name of Supervisor
	Mo	Yr	Mo	Yr			
Telephone							

PERSONAL REFERENCES (Not Former Employers or Relatives)

Name and Occupation	Address	Phone Number

I HEREBY CERTIFY that the answers given by me to the foregoing questions and the statements made by me are full and true to the best of my knowledge and belief. I understand that any false information, omissions or misrepresentation of facts called for in this application or any supplements thereto, is cause for rejection of my application or discharge at any time during my employment. I voluntarily authorize my former employers, schools, and persons named herein to give information regarding me, whether or not such information is a part of their records. I hereby release said organization or persons from any liability or claim whatsoever for issuing this information.

I UNDERSTAND that as a condition of employment, I may be required to pass an employment physical and any future physical examinations required.

Applicant's signature

Date

TM-1

UNIT II

SUCCESSFUL EMPLOYMENT

ACTIVITY SHEET 3--EXPLORING WANT ADS

Directions: Obtain four help wanted ads from a newspaper advertising employment opportunities in a field related to this course. Use these ads to complete as much information as you can to fill in the boxes.

WANT ADS

	1	2	3	4
1. Name of Company				
2. Name or Title of Position				
3. Telephone number				
4. Job requirements				
5. Nature of work				
6. Salary				
7. How did you apply for the job? (call, in person, etc.)				
8. Opportunities for Advancement (yes or no)				

SUCCESSFUL EMPLOYMENT

ACTIVITY SHEET 4--EMPLOYMENT OPPORTUNITIES

Directions: Use all available sources to identify five employment opportunities related to this program. If needed, refer to those listed on INFORMATION SHEET 2. Keep in mind that the employment opportunities need not be job openings--they may be names of businesses or industries which employ workers whose work responsibilities are related to this program.

1.

2.

3.

4.

5.

SUCCESSFUL EMPLOYMENT

ACTIVITY SHEET 5--FOLLOWING DIRECTIONS

Directions: Read everything before you begin.

1. Take out a sheet of notebook paper.
2. Write your name in the upper left-hand corner.
3. Write today's date directly below your name.
4. Number your paper from one to ten. Skip a line between each number.
5. Print the heading, "Following Directions," on the first line of your paper.
6. Write your birthdate--the month, day and year--next to number one.
7. Write your parents' names next to number two.
8. Write your parents' occupation(s) next to number three.
9. Write your address next to number four.
10. Stand up and say, "I am following directions."
11. Write the phrase, "This is fun!" next to number five.
12. Complete only those directions from 1 - 5.
13. Fold your paper in half.
14. Anywhere on the reverse side, write down three occupations you are interested in.
15. Give your paper to your teacher and sit quietly until everyone is finished.

UNIT II

SUCCESSFUL EMPLOYMENT

ACTIVITY SHEET 6--HELP JOE!

Directions: Poor Joe! Joe, the star defensive lineman for the Texas City High School Mustangs, sprained his wrist while playing against the River City Tigers, the Mustangs' rival. Joe quit his job at Big Burger last September so that he could attend football practice after school. Joe, however, must now find a job since he will be graduating in May and must make the payments on his new Z-28. Joe heard that Wendy's had a job opening for a cashier's position. Because Joe sprained his wrist, he cannot complete the job application. Joe has asked you to complete the application for him; he can manage to sign the application form once you have provided the information in the blanks. Use the following information about Joe to complete the application:

NAME: Joe B. Wilson

SOCIAL SECURITY NUMBER: 413-45-6215

ADDRESS: 2422 Hilltop Lane
Texas City, Texas 75431

PHONE NUMBER: (512) 456-7421

PERSON TO NOTIFY IN CASE OF EMERGENCY: Mrs. David Wilson
2422 Hilltop Lane
Texas City, Texas 75431

PHONE NUMBER: (512) 456-7421

AGE/BIRTHDATE: 18; July 7, 1969

EDUCATION: Anticipated graduation date from Texas City High School is May 1987

SPECIAL SKILLS: Typing; 55 w.p.m.

REFERENCES: 1. Mr. William Smith
Box 3420
Texas City, Texas 75431
PHONE: (512) 456-3421
OCCUPATION: Principal, Texas City High School
YEARS KNOWN: 4

2. Mr. Gerald Grant
2625 Charity St.
Texas City, Texas 75431
PHONE: (512) 456-2896
OCCUPATION: Minister, Texas City Methodist Church
YEARS KNOWN: 17

ACTIVITY

3. Ms. Barbara Thomas
Rt. 5 Box 140
Texas City, Texas 75431
PHONE: (512) 456-2496
OCCUPATION: Manager, Big Burger Fast Foods
YEARS KNOWN: 2

PREVIOUS EMPLOYMENT: Big Burger Fast Foods
2100 Drag Street
Texas City, Texas 75431

EMPLOYED FROM: July 1986 - September 1986

POSITION TITLE: Counter Attendant

NAME AND TITLE OF SUPERVISOR: Ms. Barbara Thomas, Manager

SALARY RANGE: $3.35 an hour to start; $4.00 an hour ending salary

REASON FOR LEAVING: Participation in school activities

MISCELLANEOUS: Joe has never been convicted of a misdemeanor or felony.

Wendy's OLD FASHIONED HAMBURGERS

NON-EXEMPT EMPLOYMENT APPLICATION

WE ARE AN EQUAL OPPORTUNITY EMPLOYER
MALE/FEMALE

Wendy's OLD FASHIONED HAMBURGERS

VARIOUS FEDERAL, STATE AND LOCAL LAWS PROHIBIT DISCRIMINATION BASED ON RACE, COLOR, SEX, RELIGION, NATIONAL ORIGIN, ANCESTRY, AGE (AS PRESCRIBED BY LAW) HANDICAP OR MARITAL STATUS. WENDY'S IS AN EQUAL OPPORTUNITY EMPLOYER AND YOUR RESPONSE TO ANY QUESTION WILL NOT BE USED AS A BASIS FOR DISCRIMINATION, BUT WILL BE JUDGED ON IT'S RELEVANCE TO THE POSITION YOU ARE SEEKING.

NAME (LAST)	(FIRST)		(MIDDLE)	SOCIAL SECURITY NO.
HOME ADDRESS	CITY	STATE	ZIP CODE	AREA CODE HOME TELEPHONE NO.
NAME OF PERSON TO NOTIFY IN EMERGENCY	ADDRESS	CITY	STATE	TELEPHONE
POSITION/TYPE OF WORK APPLIED FOR:			WHEN CAN YOU START?	
HOW DID YOU COME IN CONTACT WITH WENDY'S?				
ARE YOU 18 YRS. OR OLDER? ☐ YES ☐ NO			IF NOT STATE YOUR AGE* ____________ *MUST BE ABLE TO PROVIDE AGE OR EMPLOYMENT CERTIFICATE	

EDUCATION	NAME OF SCHOOL	ADDRESS	DID YOU GRADUATE? DEGREE RECEIVED
HIGH SCHOOL			
BUSINESS SCHOOL			
COLLEGE/ UNIVERSITY			
OTHER SPECIAL TRAINING			

DID YOU STUDY TYPING? ☐ YES ☐ NO STENOGRAPHY? ☐ YES ☐ NO

OFFICE MACHINES? ____________ OTHER? ____________

HAVE YOU EVER WORKED FOR OR APPLIED FOR A POSITION WITH WENDY'S OR ANY OF ITS FRANCHISEES

☐ YES ☐ NO IF YES, GIVE DETAILS ____________

U.S. MILITARY SERVICE

BRANCH FROM ____________ TO ____________ RANK ________

REFERENCES: PERSONAL (LIST FORMER EMPLOYERS) DO NOT LIST RELATIVES

NAME	ADDRESS	PHONE	OCCUPATION	YEARS KNOWN

WENDY'S ER-2 (4-77) W-18

EMPLOYMENT HISTORY

MAY WE CONTACT YOUR PRESENT EMPLOYER? ☐YES ☐NO

MAY WE CONTACT YOUR PRIOR EMPLOYERS? ☐YES ☐NO

PRESENT OR LAST EMPLOYER

EMPLOYER'S NAME AND COMPLETE ADDRESS/PHONE	DATES EMPLOYED		POSITION TITLE
	FROM	TO	NAME AND TITLE OF SUPERVISOR
	SALARY		
	START	FINAL	REASON FOR LEAVING
EMPLOYER'S NAME AND COMPLETE ADDRESS/PHONE	DATES EMPLOYED		POSITION TITLE
	FROM	TO	NAME AND TITLE OF SUPERVISOR
	SALARY		
	START	FINAL	REASON FOR LEAVING
EMPLOYER'S NAME AND COMPLETE ADDRESS/PHONE	DATES EMPLOYED		POSITION TITLE
	FROM	TO	NAME AND TITLE OF SUPERVISOR
	SALARY		
	START	FINAL	REASON FOR LEAVING
EMPLOYER'S NAME AND COMPLETE ADDRESS/PHONE	DATES EMPLOYED		POSITION TITLE
	FROM	TO	NAME AND TITLE OF SUPERVISOR
	SALARY		
	START	FINAL	REASON FOR LEAVING
EMPLOYER'S NAME AND COMPLETE ADDRESS/PHONE	DATES EMPLOYED		POSITION TITLE
	FROM	TO	NAME AND TITLE OF SUPERVISOR
	SALARY		
	START	FINAL	REASON FOR LEAVING

WERE YOU EVER DISCHARGED BY ANY COMPANY? ☐YES ☐NO

IF YES, GIVE NAME OF COMPANY____________________________

REASON FOR DISCHARGE____________________________

IF YOU ARE NOW EMPLOYED, WHY DO YOU WANT TO MAKE A CHANGE____________________

IF YOU HAVE BEEN UNEMPLOYED AT ANY TIME SINCE LEAVING SCHOOL, PLEASE EXPLAIN____________________

HAVE YOU, IN THE PAST 5 YEARS, BEEN CONVICTED OF A FELONY? ☐YES ☐NO

IF YES, PLEASE EXPLAIN AND GIVE DETAILS____________________________

EMPLOYEES WILL BE ENGAGED SUBJECT TO RECEIPT OF SATISFACTORY REFERENCES. IN MAKING THIS APPLICATION FOR EMPLOYMENT, IT IS UNDERSTOOD THAT AN INVESTIGATION MAY BE MADE WHEREBY INFORMATION IS OBTAINED THROUGH PERSONAL INTERVIEWS WITH NEIGHBORS, FRIENDS OR OTHERS WITH WHOM YOU ARE ACQUAINTED. THE INQUIRY INCLUDES INFORMATION AS TO YOUR CHARACTER, GENERAL REPUTATION, PERSONAL CHARACTERISTICS AND MODE OF LIVING, IF RELATED TO THE JOB FOR WHICH YOU ARE APPLYING. YOU HAVE THE RIGHT TO MAKE A WRITTEN REQUEST WITHIN A REASONABLE PERIOD OF TIME TO RECEIVE ADDITIONAL, DETAILED INFORMATION ABOUT THE NATURE AND SCOPE OF THIS INVESTIGATION. FALSIFICATION: IT IS UNDERSTOOD THAT ANY FALSE STATEMENT IN THIS APPLICATION IS SUFFICIENT CAUSE FOR DISMISSAL.

APPLICANT'S SIGNATURE

DATE SIGNED

FOR EMPLOYEE RELATIONS USE ONLY

TESTS TYPING____________________ STENO____________________

COMMENTS____________________________

BEST COPY AVAILABLE

UNIT II

SUCCESSFUL EMPLOYMENT

ACTIVITY SHEET 7--COMPLETING THE APPLICATION FORM

Directions: The following pages contain an application form. Complete the application form using current information about yourself.

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

Date Social Security Number

Name Age Sex

Last First Middle

Present Address

Street City State

Permanent Address

Street City State

Phone No. Own Home Rent Board

Date of birth Height Weight Color of Hair Color of Eyes

Married Single Widowed Divorced Separated

Number of children Dependents other than wife or children Citizen of U.S.A. Yes ☐ No ☐

If related to anyone in our employ, state name and department Referred by

EMPLOYMENT DESIRED

Position Date you can start Salary desired

Are you employed now? If so may we inquire of your present employer

Ever applied to this company before? Where When

EDUCATION	Name and Location of School	Years Attended	Date Graduated	Subjects Studied
Grammar School				
High School				
College				
Trade, Business or Correspondence School				

Subjects of special study or research work

What foreign languages do you speak fluently? Read Write

U.S. Military or Naval service Rank Present membership in National Guard or Reserves

Activities other than religious (civic, athletic, fraternal, etc.)

Exclude organizations the name or character of which indicates the race, creed, color or national origin of its members

Last

First

Middle

FORMER EMPLOYERS List below last four employers, starting with last one first

Date Month and Year	Name and Address of Employer	Salary	Position	Reason for Leaving
From				
To				
From				
To				
From				
To				
From				
To				

REFERENCES: Give below the names of three persons not related to you, whom you have known at least one year

	Name	Address	Business	Years Acquainted
1				
2				
3				

PHYSICAL RECORD:

List any physical defects

Were you ever injured? Give details

Have you any defects in hearing? In vision? In speech?

In case of emergency notify

Name Address Phone No

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date Signature

DO NOT WRITE BELOW THIS LINE

Interviewed By Date

REMARKS:

Neatness Character

Personality Ability

Hired For Dept Position Will Report Salary Wages

Approved 1 2 3

Employment Manager Dept. Head General Manager

UNIT II

SUCCESSFUL EMPLOYMENT

INFORMATION SHEET 4--THE JOB INTERVIEW

I. If, after submitting your application, the business/industry to which you submitted your application is interested in knowing more about you, you will usually be called in for an interview.

II. A job interview can best be defined as a meeting of one person/persons (employer) with another (applicant) to talk about the applicant's qualifications for and interest in a position.

III. Things to do before the interview

A. Know the exact date, time, and place of the interview.

B. Know the name of the person who will be conducting the interview and his/her title.

C. Learn as much about the company as possible.

D. Review your resume and/or job history.

E. Think through possible questions the interviewer might ask.

F. Think of several questions to ask about the job and about the company.

(NOTE: Asking questions shows you are truly interested!)

1. Is there room for advancement?

2. What are the fringe benefits?

3. When can you find out whether or not you were hired?

4. What kind of salary increases are included?

G. Gather materials you will need for the interview.

1. Two pens (in case one does not work)

2. A copy of your resume and/or listing of job history

3. Any additional information related to your qualifications for the job

(EXAMPLE: If you are applying for a job as a photographer, you would want to include pictures you have made.)

IV. Dressing for Success

A. Wear the appropriate clothing.

(NOTE: An applicant for an auto mechanic's job would dress differently than an applicant for a manager's job.)

B. According to John T. Molloy, author of Dress for Success, always dress for the job you would like to hold, not for your present job--unless, of course, you are satisfied where you are.

C. Dress conservatively. (No short dresses, unbuttoned shirts, etc.)

1. Businesslike attire is the best.

2. If you are unsure about what to wear, it is much better to be overdressed than to appear sloppy!

3. Too little jewelry is better than too much.

D. Consider your personal traits.

1. Choose clothing that complements your body structure and your facial features.

2. Choose clothing that feels good on you. If it feels good, you feel good, and it shows.

E. To make a good impression:

1. Body should be clean and odor free.

2. You should be freshly shaved.

3. Hair should be neat, clean, and trimmed.

4. Makeup should not be overdone.

5. Teeth should be brushed and your breath fresh.

6. Clothes should be clean and pressed.

7. Shoes should be clean and polished.

8. Do not wear strong perfume or aftershave lotion.

F. Go alone. Don't take a parent or friend with you.

(NOTE: Employers seldom hire people who cannot sell themselves in an interview without the help of another person.)

V. At the Interview

A. Meeting the Receptionist/Secretary

1. Be sure to be friendly and courteous to the receptionist/secretary.

(NOTE: Many a job has been lost because an applicant was not friendly to the receptionist. If an employer is having a hard time deciding between applicants, he/she may ask the secretary's opinion.

2. Introduce yourself, stating that you have an appointment and with whom.

   (EXAMPLE: "Good morning. My name is Jaka Chen. I am applying for a job as a computer programmer. I have a 9:30 appointment with Ms. Lindsey."

3. Wait for instructions and follow them carefully.

B. Beginning the interview

1. Smile and greet the interviewer with a firm handshake.

   (NOTE: Women too should shake hands if offered.)

2. Call the interviewer by name.

3. Introduce yourself.

4. State the purpose of your visit.

5. Listen for instructions.

6. Stand until the interviewer asks you to sit.

   1. If not asked to sit, you must stand.

   2. If asked to sit, do not slouch.

7. Try not to be nervous. Taking two or three deep breaths helps you relax.

8. Do not place personal items, such as your purse or umbrella on the interviewer's desk.

9. Do not smoke or chew gum.

10. Be confident!

11. Make eye contact, but do not stare.

12. Be courteous and polite.

C. Answering Questions During the Interview

1. Do not interrupt the interviewer when he/she is speaking.

2. Try to answer with more than yes or no--the interview will go much more smoothly.

3. Do not talk about your personal problems. Try to convince the interviewer that he/she will be doing the company a favor by hiring you, not vice versa.

4. Answer all questions honestly. An employer can sense when you are avoiding a question.

   EXAMPLE: "Would you say you work well with others?"

   "Truthfully, my relationship with my supervisor could have been better. We never became especially fond of each other. However, we did manage to work together."

5. Give positive answers to unfavorable questions.

   EXAMPLE: "What was your reason for leaving your past employment?"

   "I was laid off because I could not get along with my co-workers. But I have learned now that I must put forth extra effort."

6. Do not "ramble"; give clear answers.

7. Use correct English. Avoid using slang words or phrases.

8. Show interest in the company by asking questions.

9. Give the interviewer the opportunity to mention salary and fringe benefits. If asked what salary you would come to work for, a sample answer is:

   "It depends upon my responsibilities."

10. Questions frequently asked at interviews:

    a. What are your future career plans?

    b. What are your major weaknesses?

    c. What are your special abilities?

    d. Do you prefer working with others or by yourself?

    e. In what school activities have you participated? Why?

    f. What school courses did you like best? Least? Why?

    g. Why do you think you would like this particular type of job?

    h. Are you willing to relocate where the company wants to send you?

    i. What can you do for us? Why do you feel you are qualified?

    j. What are your ideas about salary?

    k. Where have you worked before?

    l. Do you have any questions about our company or the job opening?

D. Closing the Interview

1. Usually, the interviewer will tell you that there are no further questions and that you will be notified when a decision has been reached.

2. Thank the interviewer for his/her time.

3. Leave immediately when the interview has ended.

VI. Following the Interview

A. The thank-you letter

1. Express your continued interest in the job.

2. Express your appreciation to the interviewer for the opportunity to interview with the company.

3. Take the opportunity to sell yourself a little more.

B. The follow-up telephone call

1. Include the following information

a. Your name

b. Date of the interview

c. Position for which you interviewed

2. Ask whether a decision had been made.

(EXAMPLE: Incorrect: "Hello, Ms. Smith. This is George Goofup. I haven't heard anything about the job. You said I should call. Did I get it?"

Correct: "Hello, Ms. Smith. This is Daniel Doright. I interviewed with your company on December 27 for the position of general manager. Have you reached a decision?")

3. If someone else was hired, thank the interviewer for considering you, and tell him/her you are still interested in working for the company.

(EXAMPLE: "I would like to thank you for considering me for the position. I am still interested in working for your company, and I would appreciate your keeping my application on file.")

VII. Learn from Your Interview

A. Looking back at the interview

1. What were some of the good things you did?

2. What were some of the bad things you did?

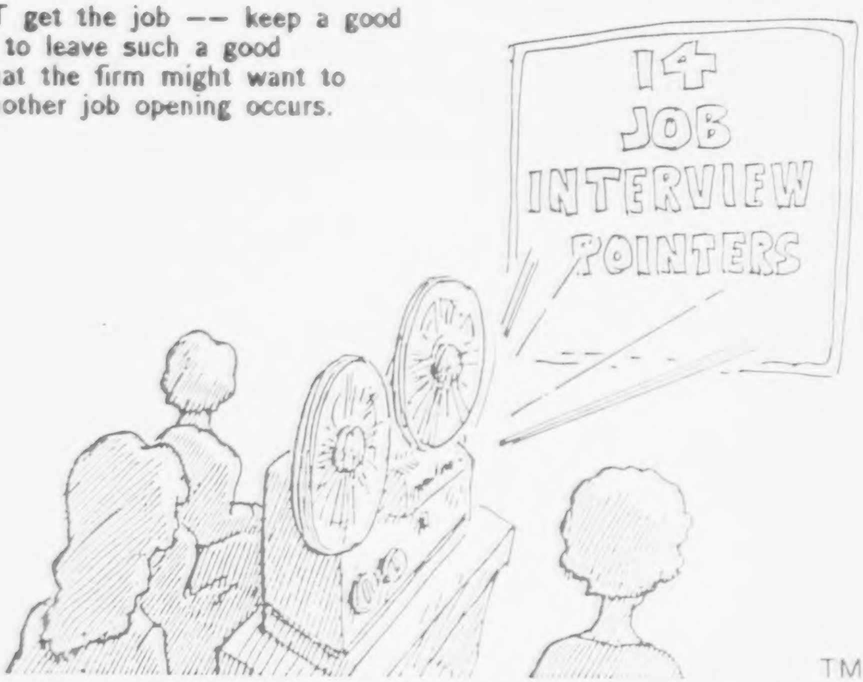
INFORMATION

3. If you could change any of your responses, what would they be?

B. Remember that all is not lost if you did not get the job--learn from your mistakes.

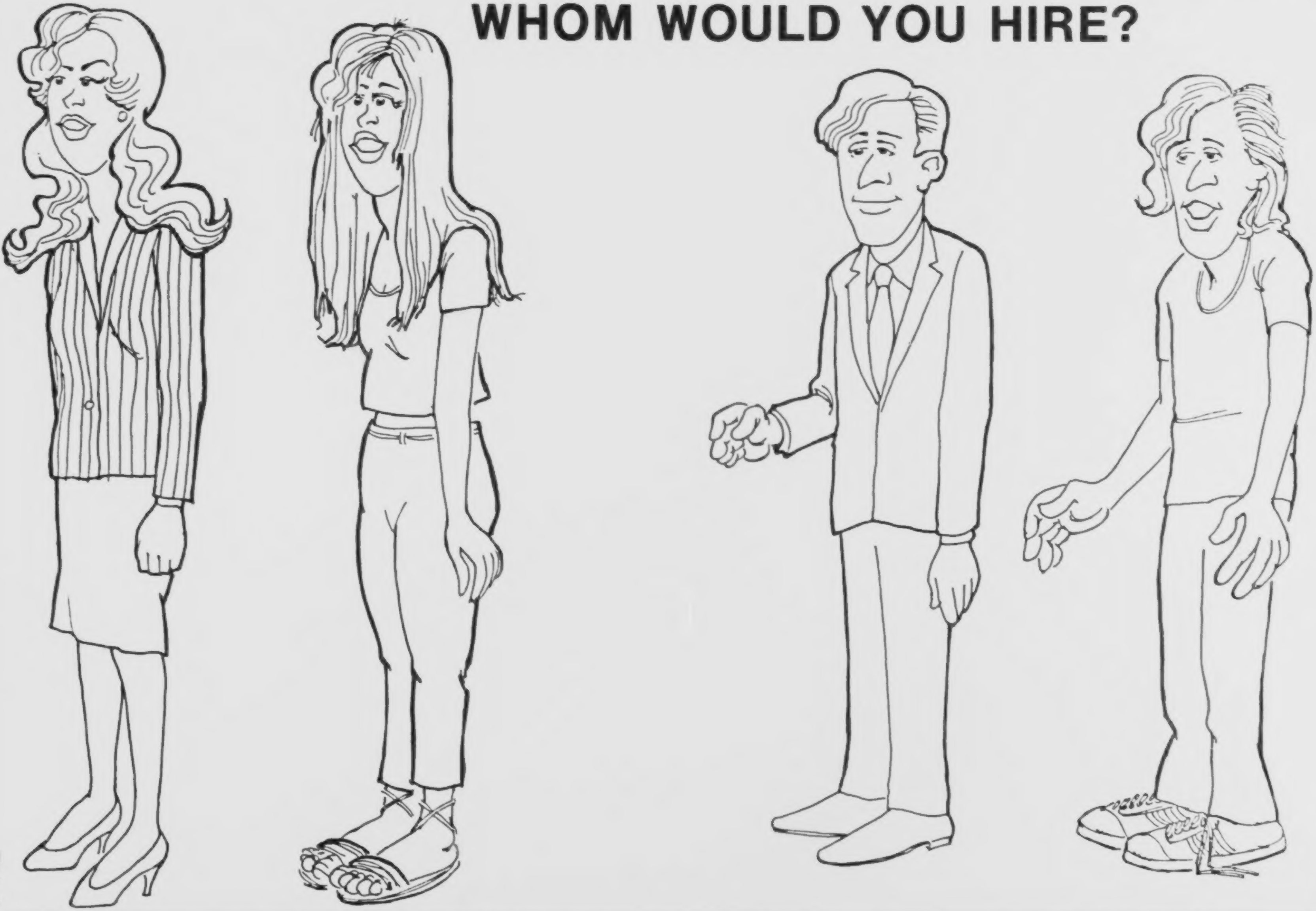
JOB INTERVIEW POINTERS

1. Dress appropriately; be neat and clean.
2. Wear well–pressed clothes. The type of clothes depends on the job situation.
3. Go ALONE to your interview.
4. Arrive a little ahead of time. If you cannot keep the interview, be sure to notify your prospective employer.
5. Be courteous to the receptionist.
6. Watch your posture in the waiting room as well as during the interview.
7. Do not chew gum or smoke.
8. If your possible employer offers to shake hands, make your handshake firm.
9. Be yourself, but even if you are uneasy, try to smile.
10. Do not be so casual that you appear uninterested in the job.
11. Listen carefully; answer questions thoughtfully. Be aware of talking too much or too little.
12. Give accurate and complete information.
13. Be prepared to ask some intelligent questions about the work.
14. If you DON'T get the job –– keep a good attitude. Try to leave such a good impression that the firm might want to call you if another job opening occurs.



TM-2

WHOM WOULD YOU HIRE?



TM-3

UNIT II

SUCCESSFUL EMPLOYMENT

ACTIVITY SHEET 8--ROLE-PLAYING A JOB INTERVIEW

Directions: Have the students participate in a simulated job interview.

1. Decide on a job/occupation for which the students may apply. (Have in mind facts about the job--duties, salary, fringe benefits, etc.) Choose a job/occupation for which training is provided in your program, e.g. office education--bookkeeper, secretary; marketing and distribution education--salesperson, display person.

2. If possible, allow students class time to use available resources to research the job/occupation for which they are applying.

3. Using the questions on INFORMATION SHEET 4 as a guide, interview each student.

4. Complete the job interview rating form for each student.

UNIT II

SUCCESSFUL EMPLOYMENT

JOB INTERVIEW RATING FORM

Applicant's Name: ______________________________

Job Applying For: ______________________________

Directions: Place a check in the box of the correct answer.

	YES	NO	COMMENTS
1. The applicant was well-groomed.			
2. The applicant was courteous.			
3. The applicant was calm and at ease.			
4. The applicant made eye contact.			
5. The applicant answered the questions honestly and appropriately.			
6. The applicant answered with more than a yes or no.			
7. The applicant waited for the appropriate time to mention salary.			
8. The applicant asked questions about the position and establishment.			
9. The applicant left the interview at the appropriate time.			
10. Would you hire this person? Why or why not?			

UNIT II

SUCCESSFUL EMPLOYMENT

INFORMATION SHEET 5--RULES FOR SUCCESSFUL EMPLOYMENT

I. Once you have been interviewed, the next step to the job acquisition process is for you to either be offered the job, or the job to be offered to someone else.

    A. If you are hired, don't assume that you no longer have anything to worry about.

        1. Your employer has the option, at any time, to fire you if your performance does not measure up to their standards.

        2. Employers expect you to be productive.

        3. Employers expect you to assist others in being productive.

    B. There are certain rules which may vary from employer to employer, but, nevertheless, are important for an employee staying employed.

II. Rules for Successful Employment

    A. Follow both oral and written directions.

    B. Be punctual.

    C. Be dependable.

    D. Observe and obey the rules and standards of the work place.

    E. Work with others harmoniously.

    F. Follow through on assigned tasks.

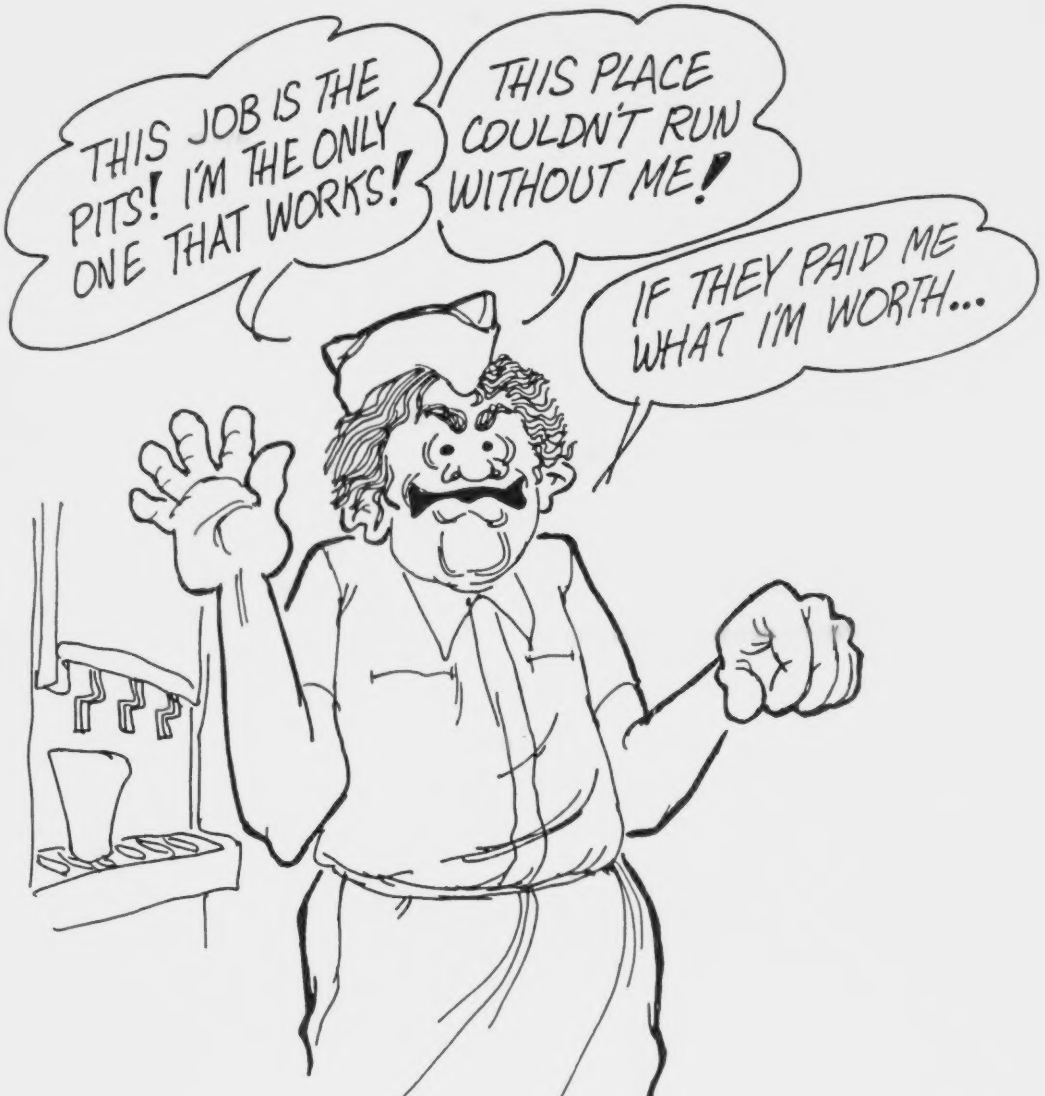
        1. Employers do not pay their employees to conduct personal business on the job, nor do they pay them to sit idly.

        2. If you have finished your assigned tasks, look for something to do--even if it means doing those tasks normally assigned to a co-worker.

    H. Be honest--even if it means admitting that you made a mistake.

INFORMATION

Eighty percent of the people who lose their jobs are fired because of poor attitudes toward work and others


THIS JOB IS THE PITS! I'M THE ONLY ONE THAT WORKS!
THIS PLACE COULDN'T RUN WITHOUT ME!
IF THEY PAID ME WHAT I'M WORTH...

TM-4

SUCCESSFUL EMPLOYMENT

ACTIVITY SHEET 9-- FOLLOWING INSTRUCTIONS

Directions: A. Choose one student to describe the design as it appears in Figure 1. Choose another student to draw on the chalkboard the object exactly as it is described. There should be no discussion between the two students.

B. Repeat the activity, using the same two students. This time, however, describe the design in Figure 2. Discussion should be allowed for Figure 2.

C. Pose the following questions to the class:

1. Why was the first design harder to draw than the second?

2. Why was the second design easier?

3. Is it important for questions to be asked if you don't understand the instructions? Why or why not?

4. How is feedback important to this activity?

5. How does this activity relate to working?

Figure 1

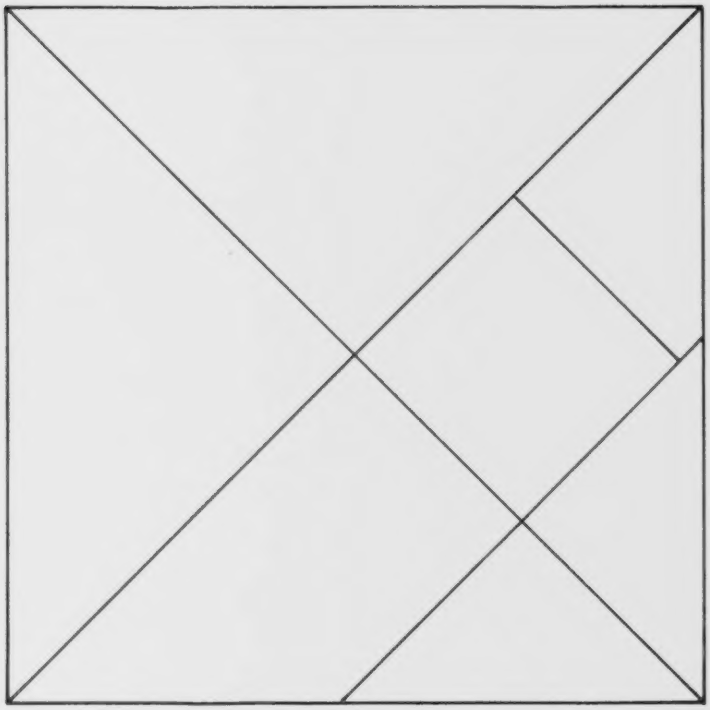
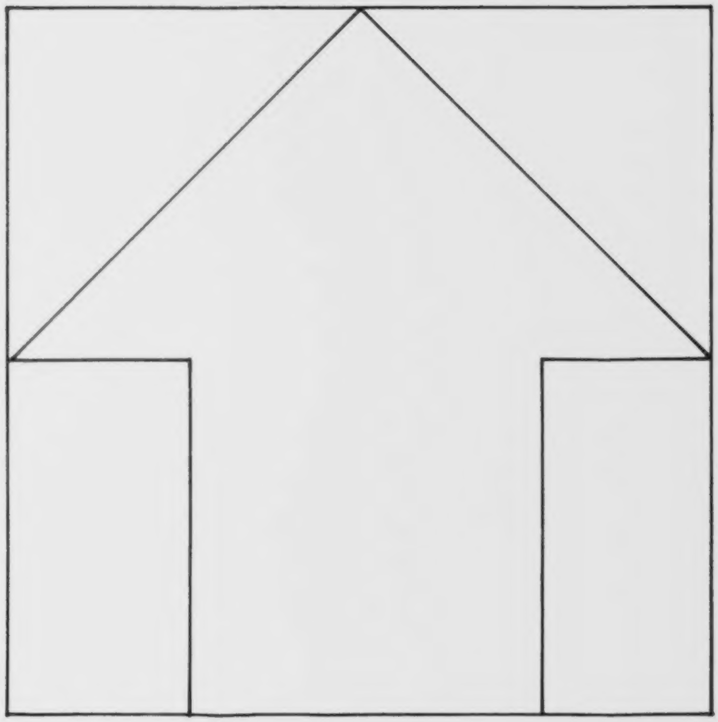


Figure 2



UNIT II

SUCCESSFUL EMPLOYMENT

ACTIVITY SHEET 10--GETTING ALONG WITH EMPLOYERS AND CO-WORKERS

ACTIVITY

Directions: In the following examples, check the action you think will be best.

1. Tommy has worked at Big Two Manufacturing Company for two days. On the second day, some of the other workers go out to lunch together. They don't ask Tommy to join them. Tommy should:

_____ a. ask his boss what he is doing wrong.

_____ b. be mad and hurt that he wasn't invited.

_____ c. realize that after he has been there longer he will probably be included in their company.

2. It is Barbara's first day on the job at Stebson Hat Factory. She is very anxious to make friends. She should:

_____ a. spend the first day "chatting" with her co-workers.

_____ b. find out all she can about each co-worker.

_____ c. relax and let friendships develop.

3. José is very good at writing accounting programs to be used with the company's new computer. Tracey, on the other hand, is having trouble. Tracey must have a program written by the end of the week. José should:

_____ a. not try to help her.

_____ b. do the program himself and let everyone know he did.

_____ c. work with Tracey to see where she is having trouble.

4. Maria works at Skateland. Lately, her friend Jean who also works there has been arriving late and leaving early. Maria must "cover" for Jean when this happens. Maria should:

_____ a. inform the manager of the problem.

_____ b. talk to Jean and explain her feelings and that if it continues, she will report it to the manager.

_____ c. keep "covering" for Jean.

5. Chris, the accountant, is handicapped. Sharron, a fellow employee, should:

_____ a. treat Chris as she would everyone else.

_____ b. go out of her way to be especially nice.

_____ c. avoid Chris so that she will not feel uncomfortable.

6. Tammie does not like Franklin, yet she has been assigned to work with him on a project. Tammie should:

   _____ a. refuse to work on the project.

   _____ b. work with him even though she may not like him.

   _____ c. quit her job.

7. Several people in Humberto's office are writing a letter against the office manager and are planning to deliver it to the head of the company. They ask Humberto to sign the letter. Humberto should:

   _____ a. sign it since he, too, doesn't like the way the office is managed.

   _____ b. tell them that he doesn't like the way the office is managed but that he will not sign the letter.

   _____ c. ask if they have spoken to the office manager and, if not, encourage them to do so.

8. Dorothy has been offered a job for which she is not qualified. She should:

   _____ a. admit that she is not qualified and refuse the job.

   _____ b. admit that she is not qualified but offer to learn on the job.

   _____ c. not say anything and see if she can do it.

9. When Cruz accepted his new job, he understood that he would be expected to work one Saturday every two months. Next Saturday is his day to work, but Cruz has forgotten this and has made special plans for Saturday. Cruz should:

   _____ a. explain to his supervisor that he cannot work Saturday.

   _____ b. not give an explanation and just not show up Saturday.

   _____ c. change his plans and be at work on Saturday.

10. Brandy has been working for Large Office Supply for the last 13 years in the typing pool. There is a new job opening for an administrative assistant to the president. Brandy's supervisor has not mentioned the position to her. Brandy should:

   _____ a. assume that because her supervisor has not mentioned the position to her, she would not recommend her.

   _____ b. talk with the supervisor about the requirements for the administrative assistant position and express her interest in the position.

   _____ c. threaten to quit if she does not receive the job.

11. Randall is a new employee at Big Brass Company. The other employees have a habit of running down Randall's boss when his boss is not around. Randall should:

_____ a. tell the employees that they should not be talking about his boss around him.

_____ b. tell his boss what they are saying.

_____ c. listen to their remarks, but not comment.

12. There is a rumor in Georgette's department that her supervisor and some of her co-workers are involved in taking money from the company. Georgette should:

_____ a. explain to her supervisor about the rumor and ask if it is the truth.

_____ b. call the audit division to see if it is the truth.

_____ c. do nothing and see what happens.

13. Judy arrived at work early one morning to find Robin extremely upset. Judy should:

_____ a. ask Robin if there is anything that she could do.

_____ b. ask Robin to tell her what is wrong so that she can help her.

_____ c. ignore Robin as if there were nothing wrong.

14. Paul wanted the manager's job; however, the company brought in someone from the outside to fill the position. Paul should:

_____ a. quit! He should realize that they will not promote him; therefore, there is no chance for advancement.

_____ b. talk to his immediate supervisor about his qualifications and chance for advancement.

_____ c. spread rumors about the new manager so he will leave.

15. Diane is the new supervisor over the assembly line at Shamroad Manufacturing Company. She has found that since she was promoted, very few of her friends talk to her at work or after working hours. What should Diane do?

_____ a. ask to have her old job back so that her friends will talk to her.

_____ b. tell all those not talking to her that she is going to issue them a written reprimand for lack of respect.

_____ c. realize that jealousy is a very strong emotion and that usually with some time, people realize that it solves nothing.

UNIT II

SUCCESSFUL EMPLOYMENT

ACTIVITY SHEET 11--SUCCESSFUL EMPLOYMENT ACTIVITIES

Directions: In order to objectively evaluate students' attainment of successful employment skills (common elements 2 C - H), the following plan is suggested.

Even with variations of this model, the initiation and planning of this system will be time-consuming; however, the students will achieve a realistic perception of what actually occurs in a business/industry, and, therefore, will acquire the attitudes and behaviors that will assist them in being an effective employee when they obtain their chosen occupations.

DETERMINING CLASS RULES

Class rules should be determined on a cooperative basis by you, your students, and your local school district policy. Rules which would be utilized in a working situation (i.e., those things done by an employee which would require action to be taken by a supervisor) should be added to your list. The following is an example of class rules which can be utilized that incorporates local school district policy, rules of a work place, and the common essential elements of all vocational programs:

ACTIVITY

1. Follows directions, both oral and written, given by supervisor (teacher)
2. Demonstrates punctuality and dependability
3. Demonstrates responsibility in completing job tasks
4. Seeks and secures permission before leaving work area
5. Respects work place property
6. Follows rules, standards, and policies of the work place (this could be local school district policy)
7. Demonstrates the ability to work cooperatively with others
8. Exhibits work habits and attitudes that increase productivity

Class rules should be posted in full view at all times. Just as in an actual work place, any time a student/employee breaks one of these rules, some sort of action should be taken.

The common essential elements to all vocational programs (2 C-H) stress those factors which would normally be considered as criteria for determining citizenship grades. However, because these elements are to be addressed in the form of instruction and mastery level ascertained, many teachers include assessment of these elements in determining academic grades. For example, each time a student breaks a rule, he/she is issued a reprimand (see form on following page). Every student begins the course with grades of 100 for each of these six elements. Each time a student receives a reprimand, his/her grade for that particular rule/element, is lowered by 10 points. At the conclusion of the program, these six grades (2 C-H) are averaged, along with other grades accumulated, to determine the course grade. Documentation is provided by using the reprimand forms and recording infractions of the rules in the grade book.

SAMPLE REPRIMAND FORM

NAME ______________________ DATE ____________

REASON ______________________

____

______________________ ____________

COMPANY PRES.

SAMPLE REPRIMAND FORM

NAME ______________________ DATE ____________

REASON ______________________

____

______________________ ____________

COMPANY PRES.

UNIT II

SUCCESSFUL EMPLOYMENT

UNIT TEST--PART 1

Match the following terms with their definitions by placing the correct letter in the space at the left.

_____ 1. Accurate

_____ 2. Address

_____ 3. Applicant

_____ 4. Bondable

_____ 5. Character

_____ 6. Chronic

_____ 7. Compensation

_____ 8. Confidential

_____ 9. Convicted

_____ 10. Dependents

_____ 11. Disability

_____ 12. Eligible

_____ 13. Emergency

_____ 14. Employer

_____ 15. Excluding

_____ 16. Fee

_____ 17. Felony

_____ 18. Institution

_____ 19. Insurance

_____ 20. Legibly

_____ 21. Maiden name

_____ 22. Marital status

a. one who applies for a job

b. recurring

c. secret; private

d. proved guilty

e. to leave out; not include

f. a person or business for whom a person works

g. coverage against a loss

h. to become a citizen

i. right to be insured

j. payment due to injury or unemployment

k. an unexpected act causing a need for some action right away

l. a set amount of money you must pay for certain services

m. on the other side

n. having a choice

o. left out; usually in error

p. a crime less serious than a felony

q. single, married, separated, or divorced

r. personality traits such as honesty

s. the last name of a woman before she is married

t. does not apply to you

______ 23. Misdemeanor

______ 24. Misrepresented

______ 25. Naturalized

______ 26. Not applicable

______ 27. Omission

______ 28. Optional

______ 29. Personal

______ 30. Personnel

______ 31. Probationary

______ 32. Qualified

______ 33. Reference

______ 34. Relatives

______ 35. Reverse side

______ 36. Salary

______ 37. Sex

______ 38. Signature

______ 39. Spouse

______ 40. Wage

u. period of time used to see if you can do the job you were hired to do

v. belonging to you

w. people who are related to you

x. refers to being male or female

y. free from mistakes

z. the place where you receive your mail

aa. persons who rely on you for support

bb. able or worthy of being chosen

cc. a federal crime for which punishment may be death or imprisonment

dd. a place where you may receive formal training or education

ee. written in a way which can easily be read

ff. a group of persons belonging to an organization

gg. having the skill, training, or education to do a job

hh. the name of a person written in longhand

ii. a fixed amount of pay not directly related to the number of hours you work

jj. someone who can be asked to give an answer to questions about a person's ability to do a job

kk. amount of money earned per hour

ll. your husband or wife

mm. not able to work because of an injury

nn. to give a false or misleading statement

UNIT II

SUCCESSFUL EMPLOYMENT

UNIT TEST--PART 2

A. Name three of the seven sources studied which would assist you in developing an awareness of employment opportunities.

1.

2.

3.

B. Compare and contrast public and private employment agencies.

UNIT II

SUCCESSFUL EMPLOYMENT

UNIT TEST--PART 3

Complete the following job application:

Referred to this company by

Please Print or Type

GENERAL DATA

Name | Date
last | first | middle | (other last names)

Address | City | State | Zip

Tel. No. | Date Available

Have you ever worked for XYZ Co.? | YES | NO | When

Social Security No. | Veteran? | YES | NO

Position desired

Salary Expected | Relatives Employed by XYZ Co.

EDUCATION	Name and location	Circle grade completed	Year Graduated	Degree	Major
Secondary School		7 8 9 10 11 12			
Community College		13 14			
College/ University		13 14 15 16			
Graduate School					

SECURITY Have you ever been convicted of a felony? YES NO	If yes, please explain.
(If applicable) Have you ever had a security clearance?	Level of Clearance

TEST

EMPLOYMENT HISTORY

Employed by (List Most Recent Employer First)	Dates Employed		Salary	Nature of Duties	Reason for Leaving
	From	To			
Company					
Street					
City State					
Tel. No.					
Supervisor					
Company					
Street					
City State					
Tel. No.					
Supervisor					

I hereby certify that the above information is true and correct. I understand that any false statements on my part may disqualify me from employment.

Signature Date

UNIT II

SUCCESSFUL EMPLOYMENT

UNIT TEST--PART 4

A. Fill in the blanks by using the words listed below to complete the following sentences. Some words may be used more than once.

too much
pressed
company
job
resume
time

conservatively
comfortably
title
overdone
questions
date

1. Know the exact ________________, ________________, and place of the interview.
2. Know the name of the person who will be conducting the interview and his/her ______________________.
3. Learn as much about the _______________ as possible.
4. Learn as much about the _______________ as possible.
5. Think through possible _______________ the interviewer might ask.
6. Think of several questions to ask about the __________________ and the _______________.
7. Dress ____________________, yet __________________.
8. Too little jewelry is better than _________________ _________________.
9. Your clothes should be clean and ____________________.
10. Makeup should not be ____________________.

B. Answer the following statements concerning the job interview process True if the statement is correct and False if the statement is incorrect by placing a T for True and F for False in the space provided at the left.

_____ 1. Don't take a parent or friend with you to the interview.

_____ 2. Arrive 10-15 minutes early for the interview.

_____ 3. It doesn't matter if you are friendly to the receptionist; he/she is not doing the hiring.

_____ 4. You should always sit down as soon as you enter an interviewer's office.

_____ 5. Place personal items on the interviewer's desk so that they will be out of the way.

_____ 6. Do not make eye contact; the interviewer will think you are staring.

_____ 7. Answer questions with more than a yes or no.

_____ 8. Give positive answers to negative questions.

_____ 9. Stick around after the interview is over, you may find out something about the company you didn't know.

_____ 10. Remember that all is not lost if you do not get the job--learn from your mistakes.

C. Place an "X" next to the questions frequently asked at an interview.

_____ 1. What are your future career plans?

_____ 2. What are your major weaknesses?

_____ 3. What are your special abilities?

_____ 4. Do you prefer working with others or by yourself?

_____ 5. In what school activities have you participated? Why?

_____ 6. What school courses did you like best? Why?

_____ 7. Why do you think you would like this particular job?

_____ 8. Are you willing to relocate?

_____ 9. What can you do for us?

_____ 10. What are your ideas on salary?

_____ 11. Where have you worked before?

_____ 12. To what church do you belong?

_____ 13. How old were you when you were married?

_____ 14. Do you like my office?

_____ 15. Do you have any questions about our company?

UNIT II

SUCCESSFUL EMPLOYMENT

UNIT TEST--PART 5

A. Place an X next to those statements which are rules for successful employment.

_____ 1. Inform your boss of everything that goes on in the office--even if it means losing the trust placed in you by your co-workers.

_____ 2. Be practical.

_____ 3. Observe and obey the rules and standards of the work place.

_____ 4. Follow through on assigned tasks.

_____ 5. Goof off only after your work has been completed.

_____ 6. Follow only those directions given to you in writing.

_____ 7. Be honest.

B. In your own words, explain why it is important for an employee to follow the rules for successful employment.

ENTREPRENEURSHIP

UNIT III

ENTREPRENEURSHIP

UNIT OBJECTIVE

After completing this unit, the student will be able to analyze the concepts and skills associated with entrepreneurship. Mastery will be evidenced by demonstration and by satisfactorily completing the unit test.

SPECIFIC OBJECTIVES

In completing this unit, the student will:

1. Define terms associated with entrepreneurship concepts and skills.
2. Describe why learning entrepreneurship concepts and skills is important.
3. Explain the role of small business in the free enterprise economic system.
4. Recognize those personality traits which are common to successful entrepreneurs.
5. Discuss those reasons why starting a small business may be beneficial.
6. Discuss those factors which should be considered before opening a small business.
7. Identify entry-level procedures, planning processes, and terms related to opening a business.
8. Compare and contrast the risks and rewards of entrepreneurship.
9. Recognize opportunities and options for business ownership.

UNIT III

ENTREPRENEURSHIP

NOTES TO THE INSTRUCTOR

I. Objective Sheet

   A. Discuss the unit objective with the students.

   B. Discuss each specific objective.

   C. Have the students complete the objectives in a sequence best suited to your classroom.

   D. Add any objectives necessary to meet fully the needs of the unit and the students.

II. Information and Activity Sheets

   A. INFORMATION SHEET 1--TERMS AND DEFINITIONS

      1. Show TM-1--ENTREPRENEUR to the class.

      2. Ask for volunteers to explain the definition of this term.

      3. Reinforce the fact that for the last few years, entrepreneur has become a popular term in the American people's conversations and in the media.

      4. If possible, invite someone in your community who is considered to be an entrepreneur to speak to your class.

      5. Explain to the students that they will be studying terms in this unit which may be unfamiliar.

      6. Discuss the Information Sheet with the class, providing examples when needed to assist students in comprehending the terms and definitions.

      7. Use ACTIVITY SHEET 1--WORD FIND to reinforce instruction.

   B. INFORMATION SHEET 2--UNDERSTANDING ENTREPRENEURSHIP

      1. To establish relevancy, have students close their eyes and think of the meaning of the word work. Allow students approximately 30 seconds, then randomly ask students to share what they invisioned. Be sure to ask them about the work site (inside, outside), co-workers, type of work involved, etc. Then ask if they had someone to whom they answered (a boss). Most students will have done so. Take this opportunity to establish readiness for learning to take place by very quickly asking them the following questions.

         a. Would you like to be your own boss?

   b. Would you like to set your own work hours?

   c. Would you like to use your knowledge and/or skill to better a company you own, rather than one someone else owns?

   d. Would you like to know that the work you do will directly affect the amount of money you earn?

   Explain that if the students answered "yes" to these questions, then they will want to learn more about the concepts and skills needed to be an entrepreneur.

2. Students must understand the role of small business in our free enterprise ecomonic system.

   a. Discuss information found under Section III.

   b. You may wish to have the students prepare a report comparing and contrasting the economic system of our country to that of Russia and Great Britain.

   c. Reinforce the importance of the profit motive.

3. Reinforce those personality traits common to successful entrepreneurs.

   a. Have students complete ACTIVITY SHEET 2--THOSE WHO HAVE MADE IT AS ENTREPRENEURS to reinforce the importance of the presence of these traits.

   b. If possible, allow students to interview entrepreneurs in your community and/or invite them to your class.

4. Reinforce the advantages of starting your own business.

5. Discuss Section III.

   a. Use TM-2--SUPPLY AND DEMAND to reinforce the importance of this factor in determining the success of a business.

   b. Stress the influence of the consumers' willingness to purchase products or services on the profitableness of a business.

6. Discuss Section VI.

   a. Use TM-3--HOW PROFIT AND COMPETITION HELP THE FLOW OF GOODS AND SERVICES IN A FREE MARKET to assist students' understanding of the concept.

   b. Gather information dealing with government regulations; share information with students.

7. Have students compare and contrast the risks and rewards of operating a small business.

8. Reinforce the fact that because we live in a country that supports a free enterprise economic system, any type of small business may be started by citizens of our country.

    a. Give examples of the types of businesses in existence which are related to the vocational program which they are exploring; discuss entry-level procedures.

    b. Have students complete ACTIVITY SHEET 3--TO DREAM THE AMERICAN DREAM.

        (NOTE: Students may need assistance in completing this activity.)

    c. Have students share their answers.

    d. Have students complete ACTIVITY SHEET 4--DO I HAVE WHAT IT TAKES TO BE AN ENTREPRENEUR?; discuss answers.

III. Answers to Activity Sheets--Some of the Activity Sheets will not have specific answers; grading should be based on student participation.

IV. Answers to Unit Test

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

V. Unit Test

A. The test is divided into two parts.

1. Each part covers one Information Sheet.
2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information in that Information Sheet.
2. Give the entire test upon completion of all the Information and Activity Sheets.
3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

C. Add test parts corresponding to any Information or Activity Sheets added to the unit.

VI. References

A. Baty, Gordon. *Entrepreneurship: Playing to Win*. Reston, VA: Reston Publishing Co., 1974.

B. Monday, R. Wayne. *Management: Concepts and Practices*. Boston: Allyn and Bacon, Inc., 1980.

C. Naisbitt, John. *Megatrends*. New York: Warner Books, Inc., 1984.

D. Ringer, Robert J. *Restoring the American Dream*. New York: Harper and Row, 1979.

E. *The High School Student in the Working World--A Handbook for Counselors*. Texas Education Agency, Austin, Texas 78701.

F. Woodburn, Clint H. *Entrepreneurship: The Art of Business Ownership in Free Enterprise*. Vocational Instructional Services, Texas A & M University, F. E. Box 182, College Station, Texas, 77843.

VII. Resources which may be obtained for use with this unit of instruction include:

Adams, Paul. *The Complete Legal Guide for Your Small Business*. New York: John Wiley & Sons, 1982.

Albert, Kenneth J. *How to Pick the Right Small Business Opportunity*. New York: McGraw-Hill Book Co., 1980.

American Institutes for Research in the Behavioral Sciences. *Entrepreneurship Training Components*. Madison: Wisconsin Vocational Studies Center, 1980. *A Handbook on Utilization for the Entrepreneurship Training Components for Vocational Education*.
"Getting Down to Business: What's It All About"
"Getting Down to Business: Tree Service"
"Getting Down to Business: Garden Center"
"Getting Down to Business: Fertilizer and Pesticide Service"
"Getting Down to Business: Dairy Farming"
"Getting Down to Business: Bicycle Store"
"Getting Down to Business: Flower and Plant Store"
"Getting Down to Business: Innkeeping"
"Getting Down to Business: Nursing Service"
"Getting Down to Business: Wheelchair Transportation Service"
"Getting Down to Business: Health Spa"
"Getting Down to Business: Housecleaning Service"
"Getting Down to Business: Sewing Service"
"Getting Down to Business: Home Attendant Service"
"Getting Down to Business: Guard Service"
"Getting Down to Business: Pest Control"
"Getting Down to Business: Energy Specialist"
"Getting Down to Business: Auto Repair Shop"
"Getting Down to Business: Welder"
"Getting Down to Business: Construction Electrician"
"Getting Down to Business: Air Conditioning and Heating Service"

Bank of America. Small Business Reporter Series.
"Advertising Small Business." San Francisco, 1981.
"Apparel Stores." San Francisco, 1978.
"Auto Supply Stores." San Francisco, 1978.
"Avoiding Management Pitfalls." San Francisco, 1981.
"Bars and Cocktail Lounges." San Francisco, 1981.
"Beating the Cash Crisis." San Francisco, 1976.
"Bicycle Stores." San Francisco, 1981.
"Bookstores." San Francisco, 1979.
"Building Contractors." San Francisco, 1978.
"Business Management: Advice from Consultants." San Francisco, 1976.
"Buying a Franchise." San Francisco, 1981.
"Cash Flow Bank Management." San Francisco, 1977.
"Cash Flow/Cash Management." San Francisco, 1976.
"Coin-Operated Laundries." San Francisco, 1979.
"Crime Prevention for Small Business." San Francisco, 1977.
"Equipment Leasing." San Francisco, 1978.
"Financing Small Business." San Francisco, 1980.
"Franchising." San Francisco, 1976.

Brandt, Steven C. Entrepreneuring. Reading, MA: Addison-Wesley Publishing Co., 1983.

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Deeks, John. The Small Firm Owner-Manager: Entrepreneural Behavior and Management Practice. New York: Praeger Publishers, 1976.

Gilder, George. The Spirit of Enterprise. New York: Simon and Schuster, 1984.

Lane, Byron. Free Yourself in a Business of Your Own. Los Angeles: The Guild of Tutors Press, 1979.

Minority Ownership of Small Businesses. Thirty Case Studies. GPO, Washington, D.C. (ERIC Document Reproduction Service No. 146 438), 1972.

Minority Ownership of Small Businesses. Instructional Handbook. GPO, Washington, D.C. (ERIC Document Reproduction Service No. 074 284), 1972.

Sexton, Donald and Phillip M. VanAuken. Experiences in Entrepreneurship and Small Business Management. Englewood Cliffs, NJ: Prentice-Hall, 1982.

Silver, David A. Up Front Financing: The Entrepreneur's Guide. New York: John Wiley & Sons, 1982.

Tate, Curtis, et al. Successful Small Business Management. 3rd ed. Plano, TX: Business Publications, Inc., 1982.

The Business Plan: A Suggested Model. Texas Economic Development Commission, Business Development Department. P.O. Box 12728, Capitol Station, Austin, TX, 78711.

Venture Capital: A Guidebook for New Enterprises. Superintendent of Documents, Washington, DC 20402, 1972.

White, Richard. The Entrepreneur's Manual. Radnor, PA: Chilton Book Co., 1977.

The following resources may be secured from the nearest Small Business Administration Branch Office:

SMALL BUSINESS ADMINISTRATION OFFICES

City	Zip Code	Address	Telephone
Austin	78701	300 E. 8th Street	(512) 397-5288
Corpus Christi	78408	3105 Leopard St., P.O. Box 9253	(512) 888-3311
Dallas	75235	1720 Regal Row, Room 230	(214) 767-7643
Dallas	75242	1100 Commerce St., Room 3C36	(214) 767-0605
El Paso	79902	4100 Rio Bravo, Suite 300	(915) 543-7856
Harlingen	78550	222 E. Van Buren St., Suite 500	(512) 423-4534
Houston	77002	One Allen Ctr., Suite 705 500 Dallas Street	(713) 226-4341
Lubbock	79401	1205 Texas Ave., Room 712	(806) 762-7466
Marshall	75670	100 S. Washington Street, Room G-12	(214) 935-5257
San Antonio	78206	727 E. Durango, Room A-513	(512) 229-6250

SMALL BUSINESS ADMINISTRATION'S RESOURCES
FINANCIAL MANAGEMENT

The ABC's of Borrowing
What is the Best Selling Price
Keep Pointed Toward Profit
Basic Budgets for Profit Planning
Pricing for Small Manufacturers
Cash Flow in a Small Plant
Credit and Collections
Attacking Business Decision Problems with Break-Even Analysis
A Venture Capital Primer for Small Business
Accounting Services for Small Service Firms
Analyze Your Records to Reduce Costs
Profit by Your Wholesaler's Services
Steps in Meeting Your Tax Obligation
Getting the Facts for Income Tax Reporting
Budgeting in a Small Business Firm
Sound Cash Management and Borrowing
Keeping Records in Small Business
Check List for Profit Watching
Simple Break-Even Analysis for Small Stores
Profit Pricing and Costing for Services
Locating or Relocating Your Business
Problems in Managing a Family-Owned Business
The Equipment Replacement Decision
Finding a New Product for Your Company
Business Plan for Small Manufacturers
Business Plan for Small Construction Firms

LEGAL

Incorporating a Small Business
Selecting the Legal Structure for Your Business
Introduction to Patents
Association Services for Small Business
Market Overseas with U.S. Government Help

SPECIAL TOPICS
(Small Business Bibliographies)

Handcrafts
Home Businesses
Selling by Mail Order
Marketing Research Procedures
Retailing
Statistics and Maps to National Market Analysis
National Directory for Use in Marketing
Recordkeeping Systems--Small Store and Service Trade
Basic Library Reference Sources
Advertising--Retail Store
Retail Credit and Collection
Buying for Retail Stores
Personnel Management
Inventory Management
Purchasing for Owners of Small Plants
Training for Small Business
Financial Management
Manufacturing Management
Marketing for Small Business
New Product Development
Ideas Into Dollars

BOOKLETS

An Employee Suggestion System for Small Companies
Human Relations in Small Business
Improving Material Handling in Small Business
Cost Accounting for Small Manufacturers
Handbook of Small Business Finance
Ratio Analysis for Small Business
Practical Business Use of Government Statistics
Guides for Profile Planning
Personnel Management Guides for Small Business
Profitable Community Relations for Small Business
Small Business and Government Research and Development
Management Audit for Small Manufacturers
Insurance and Risk Management for Small Business
Management Audit for Small Retailers
Financial Recordkeeping for Small Stores
Small Store Planning for Growth
Selecting Advertising Media: A Guide for Small Business
Franchise Index/Profile: A Franchise Evaluation Process
Training Salesmen to Serve Industrial Markets

Business Life Insurance
Planning and Goal Setting for Small Business
Fixing Production Mistakes
Setting Up a Quality Control System
Can You Make Money With Your Idea or Invention?
Can You Lease or Buy Equipment?
Can You Use a Minicomputer?
Check List for Going into Business
Factors in Considering a Shopping Center Location
Insurance Checklist for Small Business
Computers for Small Business--Service Bureau or Time Sharing
Business Plan for Retailers
Using a Traffic Study to Select a Retail Site
Business Plan for Small Service Firms
Store Location "Little Things" Mean a Lot
Thinking About Going Into Business?

GENERAL MANAGEMENT

Delegating Work and Responsibility
Management Checklist for a Family Business
Preventing Retail Theft
Stock Control for Small Stores
Reducing Shoplifting Losses
Preventing Burglary and Robbery Loss
Outwitting Bad-Check Passers
Preventing Embezzlement Marketing
Measuring Sales Force Performance
Is the Independent Sales Agent for You?
Selling Products on Consignment
Tips on Getting More for Your Marketing Dollar
Developing New Accounts
Marketing Checklist for Small Retailers
A Pricing Checklist for Small Retailers
Improving Personal Selling in Small Retail Stores
Advertising Guidelines for Small Retail Firms
Signs in Your Business
Plan Your Advertising Budget
Learning About Your Market
Do You Know the Results of Your Advertising?

PERSONNEL

Checklist for Developing a Training Program
Pointers on Using Temporary-Help Services
Preventing Employee Pilferage
Setting Up a Pay System
Staffing Your Store
Managing Employee Benefits
Financial Control by Time Absorption Analysis: A Tool for Profit Control
Managment Audit for Small Service Firms
Decision Points in Developing New Products
Managment Audit for Small Construction Firms
Purchasing Management and Inventory Control for Small Business
Managing the Small Service Firm for Growth and Profit
Credit and Collections for Small Stores

Records and Credit in Profitable Management
Aspects of Sales Promotion
Taxation, Key Factor in Business Decisions
Communication and Control
Human Factors in Small Business
Choosing a Form of Business Organization
Safeguarding Your Business and Management Succession
Small Business Location and Layout
Effective Advertising
Sources of Assistance and Information
Franchising
Merchandise Pricing
Merchandise Control
Managing for Profits
Profit Plan
Capital Planning
Understanding Money Sources
Evaluating Money Sources
Asset Management
Managing Fixed Assets
Understanding Costs
Cost Control
Marketing Strategy
Retail Buying Function
Inventory Management, Wholesale/Retail
Retail Merchandise Management: A Self-Instructional Booklet
Consumer Credit
Credit and Collections: Policy and Procedures, A Self-Instructional Booklet
Purchasing for Manufacturing Firms
Inventory Management: Manufacturing Service
Inventory and Scheduling Techniques, Manufacturing
Risk Management and Insurance
Managing Retail Salespeople
Job Analysis, Job Specifications, and Job Descriptions
Recruiting and Selecting Employees
Training and Developing Employees
Employee Relations and Personnel Policies

BUSINESS PERIODICALS

Business. Bimonthly. University Plaza, Georgia State University, Atlanta, GA 30303.

Business Week. Weekly. McGraw-Hill, Inc., 1221 Avenue of the Americas, New York, NY 10020.

Consumer Trends. 24 issues a year. 375 Jackson Ave., St. Louis, MO 63130.

Direct Marketing. Monthly. Hoke Communications, Inc., 224 7th St., Garden City, NY 10007.

Entrepreneur. Bimonthly. Junction Enterprises, 2194 Briarcliff Rd., Atlanta, GA 30329.

Entrepreneur. Monthly. Institute for Profit Planning, Inc., 280 John Knox Rd., Suite 223, Tallahassee, FL 32303.

Entrepreneur Magazine. Monthly. Maxwell Eden, editor and publisher. 2311 Pontius Ave., Los Angeles, CA 90064.

Entrepreneurial Manager's Newsletter. Monthly. (For owners of small businesses.) Subscription Nonpaid. Center for Entrepreneurial Managers, 311 Main St., Worcester, MA 01608.

Forbes. Biweekly. 60 Fifth Ave., New York, NY 10011.

Inc. Magazine. Monthly. 38 Commercial Wharf, Boston, MA 02110.

Journal of Small Business Management. Quarterly. Charles Davis, College of Business Administration, Box 89, Wichita State University, Wichita, KS 67208

Small Business Reporter. Bank of America, Dept. 3120, P.O. Box 37000, San Francisco, CA 94137. (Free list of titles is available)

Venture: The Magazine for Entrepreneurs. Monthly. 35 W. 45th St., New York, NY 10036.

TRADE ASSOCIATIONS

ACME, Inc., The Association of Management Consulting Firms, 230 Park Avenue, New York, NY 10169.

American Association of Minority Enterprise Small Business Investment Companies, 7th Floor, 915 15th St., NW, Washington, DC 20005.

American Bar Association, 1155 East 60th St., Chicago, IL 60637.

American Federation of Small Business, 407 South Dearborn St., Chicago, IL 60605.

American Vocational Assocation, Inc., 2020 North Fourteenth Street, Arlington, VA 22201.

Association of Management Consultants, 500 North Michigan Avenue, Suite 1400, Chicago, IL 60611.

Business/Professional Advertising Association, 205 East 42nd Street, New York, NY 10017.

Center for Private Enterprise and Entrepreneurship, Baylor University, Waco, TX 76703.

Conference of American Small Business Organizations, 407 South Dearborn St., Chicago, IL 60605.

Council for Better Business Bureaus, 1515 Wilson Blvd., Arlington, VA 22209.

Distributive Education Clubs of America, Inc., 1908 Association Drive, Reston, VA 22091.

Federal Trade Commission, Washington, DC 20580.

Future Business Leaders of America, Phi Beta Lambda, Inc., P.O. Box 17417-Dulles, Washington, DC 20041.

International Council for Small Business, 929 North Sixth Street, Milwaukee, WI 53203.

International Franchise Association, Suite 1005, 1025 Connecticut Avenue, NW, Washington, CD 20036.

Junior Achievement, Inc., 550 Summer Street, Stamford, CT 06901.

Marketing and Distributive Education Association, 1908 Association Drive, Reston, VA 22091.

National Association of Franchise Companies, Box 610097, North Miami, FL 33161.

National Cash Register Corporation, 3095 Kettering Boulevard, First Floor, Dayton, OH 45439.

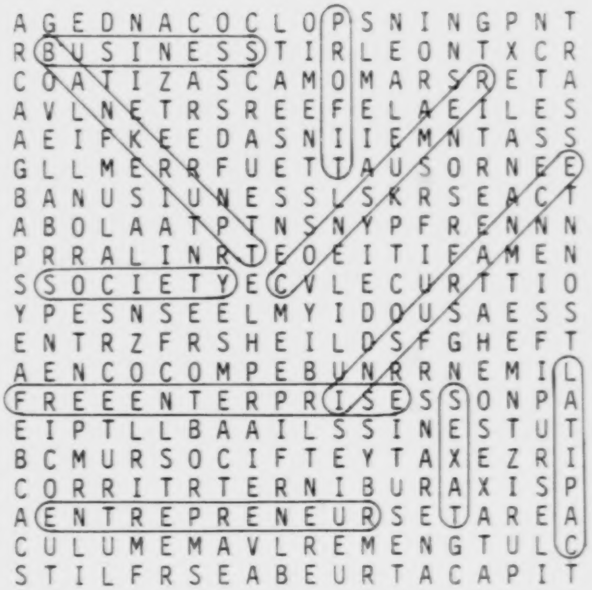
National Federation of Independent Business, 150 West 20th Avenue, San Mateo, CA 94403.

UNIT III

ENTREPRENEURSHIP

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1



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A G E D N A C O C L O P S N I N G P N T
R B U S I N E S S T I R L E O N T X C R
C O A T I Z A S C A M O M A R S R E T A
A V L N E T R S R E E F E L A E I L E S
A E I F K E E D A S N I I E M N T A S S
G L L M E R R F U E T T A U S O R N E E
B A N U S I U N E S S L S K R S E A C T
A B O L A A T P T N S N Y P F R E N N N
P R R A L I N R T E O E I T I F A M E N
S S O C I E T Y E C V L E C U R T T I O
Y P E S N S E E L M Y I D O U S A E S S
E N T R Z F R S H E I L D S F G H E F T
A E N C O C O M P E B U N R R N E M I L
F R E E E N T E R P R I S E S S O N P A
E I P T L L B A A I L S S I N E S T U T
B C M U R S O C I F T E Y T A X E Z R I
C O R R I T R T E R N I B U R A X I S P
A E N T R E P R E N E U R S E T A R E A
C U L U M E M A V L R E M E N G T U L C
S T I L F R S E A B E U R T A C A P I T
```

1. entrepreneur
2. capital
3. business
4. society
5. profit
6. insurance
7. taxes
8. free enterprise
9. bankruptcy
10. consumer

ACTIVITY SHEETS 2 - 3

Evaluated to the satisfaction of the instructor

ACTIVITY SHEET 4

Evaluated to the satisfaction of the instructor; students may need assistance in interpreting the results of this activity.

UNIT III

ENTREPRENEURSHIP

ANSWERS TO UNIT TESTS

PART 1

1. j
2. c
3. i
4. g
5. b
6. a
7. h
8. e
9. f
10. d

PART 2

A. Evaluated to the satisfaction of the instructor

B. 1. T
   2. T
   3. F
   4. F
   5. T

C. 1. b
   2. d
   3. c
   4. e
   5. e
   6. c
   7. d

UNIT III

ENTREPRENEURSHIP

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Bankruptcy--the condition of not being able to pay debts and being freed by law from the need to do so

2. Business--a place where a product is made or a service is rendered with the goal of making a profit

3. Capital--money or property which is used in business to make more money

4. Consumer--a person who buys goods or services for his/her own needs and desires and not to sell to others in making other goods for sale

5. Entrepreneur--a person who organizes, manages, and operates a small business

6. Free enterprise--an economic system which allows businesses to organize and operate for a profit, function in a competetive system, with control by the government limited to seeing that certain rules and procedures are followed

7. Insurance--contract made by which a company guarantees a person and/or business that a sum of money will be paid in case of loss by fire, theft, disaster, death, etc.

8. Profit--money left over after all costs have been paid

9. Society--people living together as a group, or forming a group, with a similar way of life

10. Taxes--money paid to help support a government; usually a percentage of income or the value of something bought or owned, such as property, fixtures, etc.

ENTREPRENEUR-A person who organizes, manages, and operates a small business.

UNIT III

ENTREPRENEURSHIP

ACTIVITY SHEET 1--WORD FIND

Directions: Using Information Sheet 1, identify the words that best fit the description at the bottom of this page. Place the words in the blanks, then locate them in the word find.

```
A G E D N A C O C L O P S N I N G P N T
R B U S I N E S S T I R L E O N T X C R
C O A T I Z A S C A M O M A R S R E T A
A V L N E T R S R E E F E L A E I L E S
A E I F K E E D A S N I I E M N T A S S
G L L M E R R F U E T T A U S O R N E E
B A N U S I U N E S S L S K R S E A C T
A B O L A A T P T N S N Y P F R E N N N
P R R A L I N R T E O E I T I F A M E N
S S O C I E T Y E C V L E C U R T T I O
Y P E S N S E E L M Y I D O U S A E S S
E N T R Z F R S H E I L D S F G H E F T
A E N C O C O M P E B U N R R N E M I L
F R E E E N T E R P R I S E S S O N P A
E I P T L L B A A I L S S I N E S T U T
B C M U R S O C I F T E Y T A X E Z R I
C O R R I T R T E R N I B U R A X I S P
A E N T R E P R E N E U R S E T A R E A
C U L U M E M A V L R E M E N G T U L C
S T I L F R S E A B E U R T A C A P I T
```

1. A person who organizes, manages, and operates a small business.

   ____

2. Money or property which is used in business to make more money.

   ____

3. A place where a product is made or a service is rendered with the goal of making a profit. ____________________

4. People living together as a group, or forming a group, with a similar way of life. ____________________

5. Money left over after all costs have been paid. ____________________

6. Contract made by which a company guarantees a person and/or business that a sum of money will be paid in case of loss by fire, theft, disaster, death, etc.

   ____

7. Money paid to help support a government. ____________________

ACTIVITY

8. An economic system which allows businesses to organize and operate for a profit, function in a competetive system, with control by the government limited to seeing that certain rules and procedures are followed.

____

9. The condition of not being able to pay debts and being freed by law from the need to do so. ____________________

10. A person who buys goods or services for his/her own needs and desires and not to sell to others in making other goods for sale. ____________________

UNIT III

ENTREPRENEURSHIP

INFORMATION SHEET 2--UNDERSTANDING ENTREPRENEURSHIP

I. What Is Entrepreneurship?

A. Entrepreneurship is organizing, managing, and operating a small business.

B. A person who organizes, manages, and operates a small business is called an entrepreneur.

II. Why Is Learning About Entrepreneurship Important to Me?

A. You need to be aware that any skill or knowledge you acquire can be applied to ensuring the success of your own business, rather than that of someone else's.

B. You need to be aware of the options which exist for small businesses should you aspire to be an entrepreneur.

III. The Role of Small Business in the Free Enterprise System

A. Because we, as Americans, live in a society which supports a free (sometimes referred to as private) enterprise, economic system, businesses are free to organize and operate for a profit.

B. Anyone's business is free to function in our competetive system.

(NOTE: Fair competition within this system is the best guarantee of economic efficiency.)

C. Government intervention is limited to regulatory control only.

(NOTE: Government makes certain that rules and procedures are followed.)

D. Profit motive (the desire to make money) is what makes a free enterprise economy work.

(NOTE: A business, whether small or large, can't survive unless it can make money or take in more money than it spends.)

IV. Who Should Start a Business?

A. Experts agree that certain personality traits are common to those who are successful entrepreneurs.

B. Personality traits

1. Need for achievement

2. Need for independence

   3. Self-confidence

   4. High level of courage, curiosity, creativity, motivation, and energy

V. Why Should You Start Your Own Business?

   A. You might like being your own boss.

      1. You would have to answer only to yourself and to your customers.

      2. You could set your own hours.

   B. It would give you the chance to discover if you have the ability to do something on your own.

   C. If you are a risk-taker, it might be a way to make more money than you could if you worked for someone else.

   D. It would give you the chance to do something different if you are presently unsatisfied with what you are doing.

   E. It could allow you to help society if you know of a service which is needed by the people.

VI. Factors Which Should Be Considered Before Opening a Business

   A. Society is concerned, now more than ever, about how businesses operate.

      1. People expect businesses to be good citizens.

         a. Businesses are expected to pay their fair share of taxes.

         b. Businesses are expected to support local causes, both financially and by contributing time.

         EXAMPLES: United Way, community improvement projects, youth organizations

      2. Society expects businesses to be honest and fair.

         a. The quality of the product sold or the service provided should reflect the dollar spent by the consumer.

         b. A business should support its product or service.

   B. Basic business freedoms in this country

      1. Freedom to own property

      2. Freedom to make a profit

      3. Freedom to go out of business

   C. Supply and demand play an important part in determining the success of a business.

      1. Supply refers to the quantity of a product produced or service rendered at a specified price.

2. Demand refers to the degree to which buyers wish to purchase a product or service at a specified price.

3. As the price of a product or service goes up, businesses produce more, and buyers purchase less; as the price of a product goes down, businesses supply less, and buyers purchase more.

D. The goods produced or services rendered are not profitable unless consumers are willing to purchase them.

VI. Entry-Level Procedures Needed to Open a Business

A. Know something about the product to be produced or the service to be provided; if possible, spend time working for a business/industry similar to that which you are planning.

B. Establish good credit policies.

C. Find out the amount of money or capital needed to start the business.

D. Determine the location of your business/establishment.

E. Establish a checking account with a commercial bank.

F. Decide if you need a business partner.

G. Draw up a partnership agreement if you have a partner.

H. Obtain a business loan if needed.

I. Study the regulations which apply to the type of business you wish to start:

1. Federal regulations
    - a. Wages
    - b. Health laws
    - c. Fair trade
2. State regulations
    - a. Licenses
    - b. Permits
3. County or city regulations
    - a. Zoning
    - b. Inspection requirements
    - c. Permits
    - d. Licenses

J. Determine the cost of providing the service or producing the product.

K. Determine how much to charge the consumer in order to make a profit.

L. Obtain insurance to cover your business.

M. Obtain information about taxes.

N. Set up a record-keeping system.

O. Determine the number of employees needed.

  1. Establish employment policies.

  2. Determine job requirements.

P. Advertise to inform the consumers of the opening of your business.

VII. What Are the Risks Involved in Opening a Business?

A. Financial risk

  1. In most cases, you will have to invest all of your personal savings.

  2. Over 70 percent of all bankruptcies involve businesses with less than $100,000 in liabilities.

B. Risk of failure

  1. Fifty percent of all new businesses fail within the first two years of operation.

  2. Seventy percent of all new businesses fail within five years.

C. Risk to your career

  1. If you are currently employed in one occupation, you must quit your job to start a business.

  2. If your business does not succeed, it may be difficult to return to your career.

D. Personal risk

  1. You must spend time away from your family.

  2. You will have less time for social activities.

VIII. What Kinds of Rewards Can You Expect?

A. If your business is a success, you may be able to make more money than you could have working for someone else.

B. It is a way to feel good about yourself by using your own talents and being a success doing it.

IX. What Kind of Business Should You Start?

A. You may want a business that provides a service.

EXAMPLES: Automobile repair, retail store, child care

B. You may want a business which produces a product.

EXAMPLES: Bakery, clothing manufacturer, farming equipment manufacturer

X. Conditions Are Good for Becoming an Entrepreneur

A. Business have been created which will assist potential entrepreneurs with planning their small businesses.

B. Many people are not satisfied with big business; consumers would prefer to buy from small businesses.

C. Workers with skills/knowledge which would be of benefit to your business often will work for a share of your business instead of being paid wages or a salary.

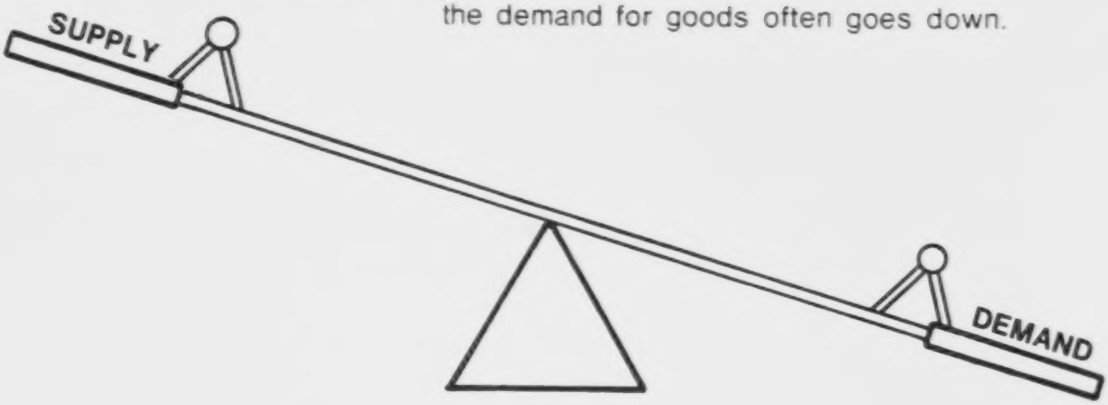
D. The government has money set aside for the sole purpose of assisting individuals with small businesses.

EXAMPLE: Small Business Administration

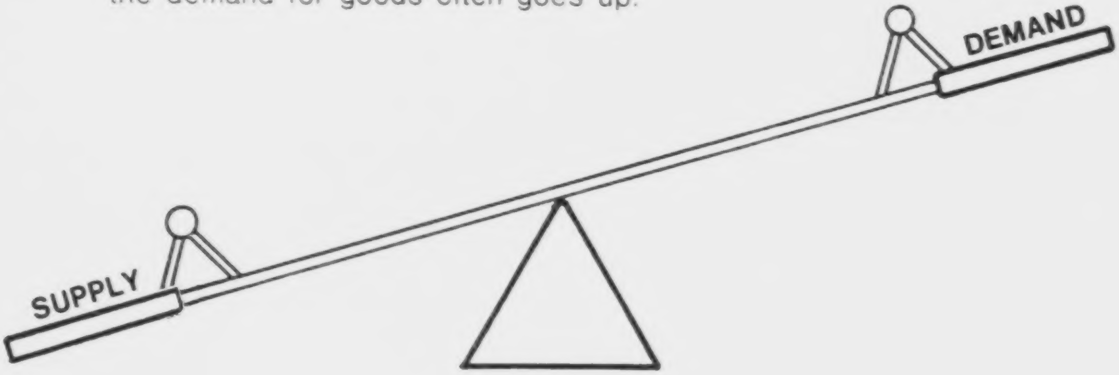
SUPPLY AND DEMAND

The total value of goods
produced in this country.

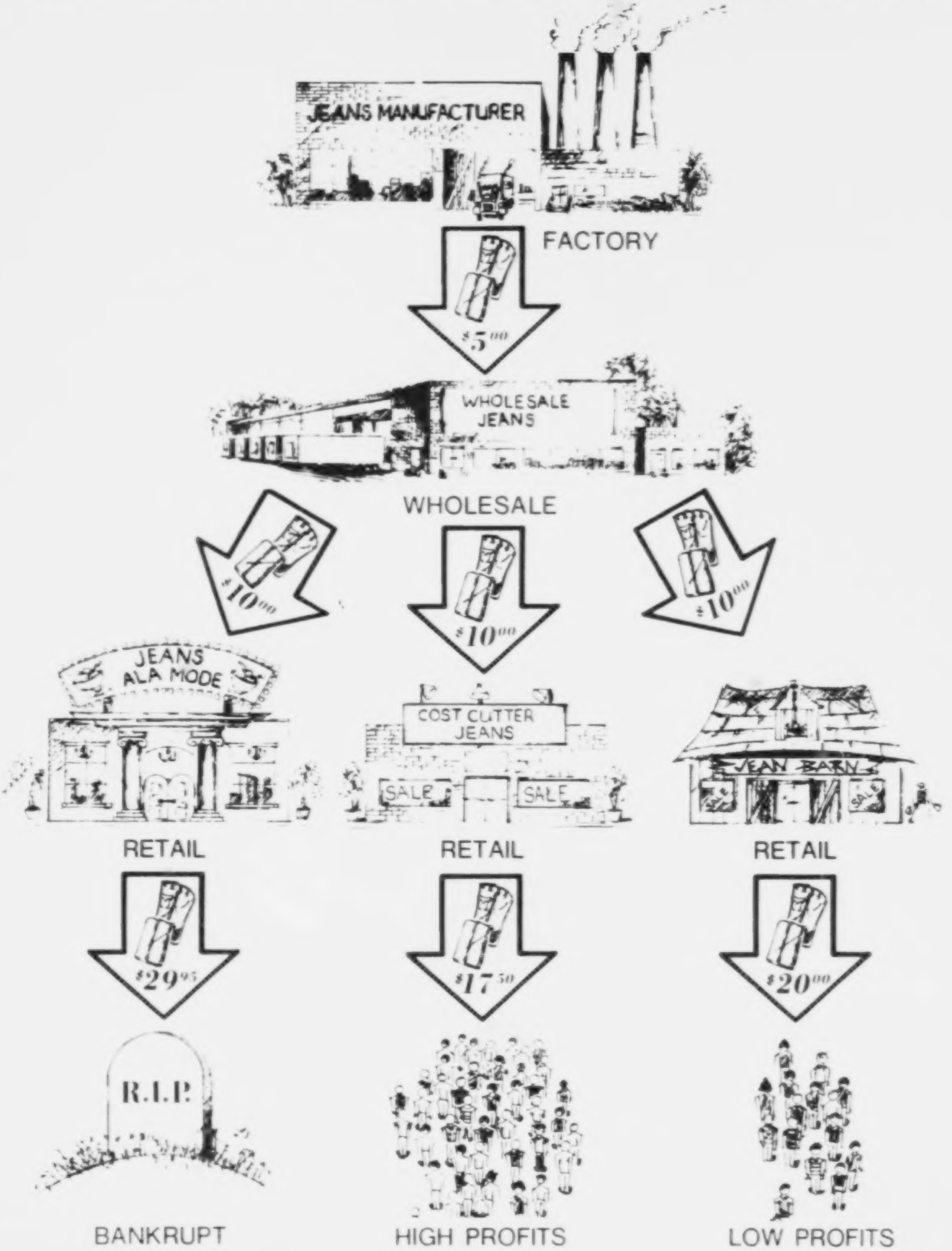
When the supply of goods is up,
the demand for goods often goes down.


SUPPLY
DEMAND

When the supply of goods is down,
the demand for goods often goes up.


DEMAND
SUPPLY

HOW PROFIT AND COMPETITION HELP THE FLOW OF GOODS AND SERVICES IN A FREE MARKET


JEANS MANUFACTURER
FACTORY
$5 00
WHOLESALE JEANS
WHOLESALE
$10 00
$10 00
$10 00
JEANS ALA MODE
COST CUTTER JEANS
SALE
SALE
JEAN BARN
SALE
RETAIL
RETAIL
RETAIL
$29 95
$17 50
$20 00
R.I.P.
BANKRUPT
HIGH PROFITS
LOW PROFITS

TM-3

UNIT III

ENTREPRENEURSHIP

ACTIVITY SHEET 2--THOSE WHO HAVE MADE IT AS ENTREPRENEURS

Directions:
1. Locate an article in a newspaper or magazine which describes entrepreneurs.
2. Share your article with your classmates.

ACTIVITY

UNIT III

ENTREPRENEURSHIP

ACTIVITY SHEET 3--TO DREAM THE AMERICAN DREAM

Directions: Do you ever wonder what it would be like to make enough money to satisfy both your needs and desires? Sure, who hasn't? Many people have made their dreams come true. How? They've started their own businesses--they've become entrepreneurs. The following activity gives you an opportunity to express your dreams and to identify some of those steps you would take should you decide to take the action necessary to make them come true. Answer the following questions using complete sentences.

1. Describe the type of product you will produce or the type of service you will perform for your customers.

2. In what area(s) of the country will your product be sold or your service rendered?

3. Estimate approximately how many people you expect will buy your product or will want your service during the first year.

   (NOTE: Determining your clientele's socioeconomic backgrounds, lifestyles, etc., will assist you with this question.)

4. Approximately how much money would it take to start your business? If possible, interview local business representatives whose businesses are similar to the one you are planning.

5. Approximately how much money will it take for you to produce a product or to provide a service?

6. What will you charge for the product or the service performed?

7. What will be your profit margin per product sold or service rendered?

8. Where will you get the money needed to start your business?

9. Approximately how many employees will you need for your business to operate?

10. Explain methods you will use to advertise your product or service.

11. What will be the name of your business?

12. Considering all factors--payroll, taxes, insurance, supplies, materials, etc.--what will be your net profit the first year?

UNIT III

ENTREPRENEURSHIP

ACTIVITY SHEET 4--DO I HAVE WHAT IT TAKES TO BE AN ENTREPRENEUR?

Directions: Under each question, check the answer that best says what you think about yourself. Be honest.

Are you a self-starter?

_____ I do things on my own. Nobody has to tell me to get going.

_____ If someone gets me started, I keep going all right.

_____ Easy does it. I don't put myself out until I have to.

How do you feel about other people?

_____ I like people. I can get along with just about anybody.

_____ I have plenty of friends--I don't need anyone else.

_____ Most people bother me.

Can you lead others?

_____ I can get most people to go along when I start something.

_____ I can give orders if someone tells me what we should do.

_____ I let someone else get things moving. Then I go along if I feel like it.

Can you take responsibility?

_____ I like to take charge of things and see them through.

_____ I'll take over if I have to, but I'd rather someone else be responsible.

_____ There's always some eager beaver around waiting to show how smart he/she is. I say, "Let 'em."

How good an organizer are you?

_____ I like to have a plan before I start. I'm usually the one to get things lined up when friends want to do something.

_____ I do all right unless things get fouled up--then I disappear.

_____ You get ready and then something comes along and stops the plan. So, I just take things as they come.

How good a worker are you?

_____ I can keep going as long as I am needed. I don't mind working for something I want.

_____ I'll work hard for a while, but when I've had enough, that's it!

_____ I can't see that hard work gets you anywhere.

Can you make decisions?

_____ I can make up my mind in a hurry if necessary. It usually turns out okay, too.

_____ I can, if I have plenty of time. If I have to make up my mind fast, I think later that I should have decided the other way.

_____ I don't like to be the one who has to decide things. I'd probably ruin it.

Can people trust what you say?

_____ Yes, they can. I don't say things I don't mean.

_____ I try to be honest most of the time, but sometimes I just say what is easiest.

_____ What does it matter if the other person doesn't know the difference?

Can you stick with it?

_____ If I make up my mind to do something, I don't let anything stop me.

_____ I usually finish what I start--if it doesn't get fouled up.

_____ If it doesn't go well right away, I stop. Why beat your brains out?

How good is your health?

_____ I never run down!

_____ I have enough energy for most things I want to do.

_____ I run out of energy sooner than most of my friends seem to.

Now count the checks you made.

_____ How many checks are beside the first answer to each question?

_____ How many checks are beside the second answer to each question?

_____ How many checks are beside the third answer to each question?

If most of your checks are beside the first answer, you probably have what it takes to run a business. If not, you're likely to have more trouble than you can handle by yourself. Better find a partner who is strong on the points you are weak on. If most of your checks are beside the third answer, better count on working for someone else!

Adapted from: The High School Student in the Working World. A Handbook for Counselors. Texas Education Agency, Austin, Texas, July, 1981.

UNIT III

ENTREPRENEURSHIP

UNIT TEST--PART 1

Match the following terms with their definitions by placing the correct letter in the blank at the left.

_____ 1. Entrepreneur

_____ 2. Taxes

_____ 3. Profit

_____ 4. Free enterprise

_____ 5. Society

_____ 6. Capital

_____ 7. Bankruptcy

_____ 8. Business

_____ 9. Consumer

_____10. Insurance

a. money or property which is used in business to make more money

b. people living together as a group, or forming a group, with a similar way of life

c. money one must pay to help support a government

d. contract made by which a company guarantees a person and/or business that a sum of money will be paid in case of loss by fire, theft, disaster, death, etc.

e. a place where a product is made or a service is rendered with the goal of making a profit

f. a person who buys goods or services for his/her own needs and desires and not to sell to others in making other goods for sale

g. an economic system which allows business to organize and operate for a profit, function in a competetive system, with control by the government limited to seeing that certain rules and procedures are followed

h. the condition of not being able to pay debts and being freed by law from the need to do so

i. money left over after all costs have been paid

j. a person who organizes, manages, and operates a small business

UNIT III

ENTREPRENEURSHIP

UNIT TEST--PART 2

A. Explain, in your own words, why learning about entrepreneurship is important.

B. Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_____ 1. In America, businesses are free to organize and operate for a profit.

_____ 2. Fair competition is the best guarantee of economic efficiency.

_____ 3. The United States government determines whose business is allowed to function in our free enterprise system.

_____ 4. A business can survive if it doesn't make a profit.

_____ 5. The profit motive (the desire to make money) is what makes a free enterprise economy work.

C. Answer the following questions by circling the letter beside the correct answer.

1. Experts agree that certain factors are common to successful entrepreneurs. These factors are referred to as:

   a. Money (capital)

   b. Personality traits

   c. Socioeconomic backgrounds

   d. Lifestyles

   e. Both a and c

2. There are certain reasons why starting your own business would be beneficial. Some are:

   a. You might like being your own boss.

   b. You are certain to make more money than you would working for yourself.

   c. It would give you the chance to discover if you have the ability to do something on your own.

d. Both a and c

e. All of the above

3. Someone considering starting a new business should know that:

a. Society has low expectations of how business should operate.

b. Goods produced or services rendered can be profitable, even though the consumer is not willing to purchase them.

c. Supply and demand play an important factor in determining the success of a business.

d. Both a and c

e. None of the above

4. Before a business can operate, certain so-called entry-level procedures must be considered by the potential entrepreneur. Some of these entry-level procedures are:

a. The person must know something about the product to be produced or the service to be rendered.

b. The person should know how much money or capital will be needed to open the business.

c. The person should know how much he/she will charge the consumer for the product or service in order to make a profit.

d. The person should establish good credit policies.

e. All of the above

5. Anyone aspiring to be an entrepreneur should realize that risks are involved. Some of these risks can be:

a. Bankruptcy

b. Survival will be tough for the first five years

c. Difficulty in obtaining a job after a business fails

d. Time away from family and friends

e. All of the above

6. Small businesses are growing rapidly in the United States. What kind of businesses can be started?

a. Businesses which provide a service to the consumer

b. Businesses which produce a product

c. Both a and b

d. Businesses which provide a service to the consumer at no cost

e. None of the above

7. Conditions are good for going into business for yourself. Why is this statement true?

a. People are satisfied with "big" business.

b. The government encourages small businesses--to the extent of setting aside money for loans.

c. Businesses have been created which will assist those interested in opening a small business.

d. Both b and c

e. All of the above

TEST

SECTION IV

PREVOCATIONAL EDUCATION ESSENTIAL ELEMENTS

EXPLORATORY EXPERIENCES

Introduction

Prevocational education classes must provide opportunities for students to "participate in basic laboratory experiences related to the occupational cluster or specific occupational area." The laboratory experiences, however, should consist of exploratory activities, rather than activities which are geared toward the students' acquiring job specific skills. Exploratory activities, in other words, are learning experiences which provide students with opportunities to investigate, study, and analyze the nature of work associated with a specific occupational area or cluster. Therefore, a variety of career options and job duties should be simulated in the activities.

The same activities contained in existing vocational program curriculum guides, other instructional materials, and the same methods of student evaluation are applicable for use in prevocational classes. However, because this exploratory method of instruction may be unfamiliar to those vocational instructors who provide job specific training, this section is devoted to providing suggestions for developing exploratory, laboratory-based activities.

STEPS FOR DEVELOPING EXPLORATORY, LABORATORY-BASED ACTIVITIES

1. If the prevocational class is being offered for a vocational program which prepares students for gainful employment, identify careers which would be classified in the occupational cluster/area. See this section for a listing of careers classified by occupational area.

   If the prevocational class is being offered for a useful vocational program, identify the emphasis area and relate it to career opportunities.

2. Read the job description of the careers and/or the essential elements of the vocational program unit.

   (NOTE: The State Board of Education Rules for Curriculum: Principles, Standards, and Procedures for Accreditation of School Districts contains the essential elements for most vocational programs.)

3. When simulating job duties of particular career options, conduct a mental task analysis of the job description. Determine the prerequisite knowledge and skills needed in order to simulate the job duties.

   (NOTE: Those job duties chosen to simulate in the laboratory should be relatively easy for the student to obtain prerequisite skills and knowledge.)

4. Choose a variety of careers and job duties to be simulated. Students should be provided with opportunities to use the hand tools and equipment necessary to acquire a realistic perception of the nature of work and career opportunities available in the occupational cluster/area.

5. Determine if you have, or can obtain, the supplies needed to simulate the job duties.

6. Assist students in acquiring prerequisite knowledge and skills.

Example of Laboratory-Based Activity for Gainful Programs

The following is an example of an exploratory, laboratory-based activity to be used in a prevocational gainful class:

Program Unit--Trades and Industrial Education, Air Conditioning and Refrigeration.

Occupation being simulated: Refrigeration Mechanic (D.O.T. 827.361-014.)

*D.O.T. Job Description: 827.361-014 REFRIGERATION MECHANIC (refrigerat. equip.) Fabricates and assembles components of refrigeration systems for environmental test equipment according to blueprints or schematic drawings and knowledge of refrigeration systems, using handtools, powered tools and welding equipment: Reads blueprints or schematic drawings to determine location, size, capacity, and type of components, such as compressor, condenser, expansion tank, valves, and tubing or piping needed to build refrigeration system. Mounts compressor, condenser, and other components in specified locations on frame, using handtools and arc or acetylene welding equipment. Cuts, bends, and brazes specified tubing to inlets and outlets of components to form liquid and suction lines of refrigeration system, using knowledge of metal properties. Installs expansion and control valves, using acetylene torch and wrenches. Adjusts valves according to specifications. Removes air from system and charges system with specified amount and type of refrigerant [GAS CHARGER (refrigerat. equip.)]. Tests lines, components, and connections for leaks with leak detector which indicates presence of refrigerant [GAS-LEAK TESTER (refrigerat. equip.)]. Attaches thermocouples to various points of refrigeration system and test-operates equipment to evaluate functioning and cooling capacity of system. Records pressure and temperature readings from gages and temperature potentiometer during test run. Compares reading with specifications to evaluate performance of system, and adjusts or replaces parts as indicated. May fabricate and assemble structural portions of test equipment. May assemble and mount electrical wiring circuits, controls, and recording devices. May fabricate and assemble cascade and multiple stage refrigeration systems.

*Obtained from Dictionary of Occupational Titles

ACTIVITY: INSTALL A FILTER-DRIER WITH FLARE FITTINGS

I. Tools and materials

- A. Tubing cutter
- B. Flaring block
- C. Flaring tool
- D. Flare nut wrench
- E. Open end wrench
- F. Safety glasses
- G. Refrigeration gauge set
- H. Refrigeration ratchet
- I. Oil can
- J. Refrigeration system
- K. Filter-drier with male flare fittings
- L. Two flare nuts

II. Procedure

- A. Put on safety glasses.
- B. Install refrigeration gauge set.
- C. If refrigeration system is under pressure, slowly release pressure or pump down.
- D. Cut liquid line close to the inlet of the metering device.
- E. Remove a section of liquid line the length of the filter-drier.
- F. Place flare nuts on tubing.
- G. Flare tubing.
- H. Remove the protective cap from one end of the filter-drier.

  (NOTE: Remove only one cap at a time but do not remove until ready to install the filter-drier because the dessicant will become saturated with moisture from the air if the filter-drier is left open.)

I. If using a directional filter-drier, be sure to install it with refrigerant flow toward the metering device.

(NOTE: The direction of refrigerant flow is indicated on a filter-drier with an arrow or with the words "in" or "out.")

J. Finger tighten flare nut.

K. Remove protective cap from other end of filter-drier.

L. Finger tighten flare nut.

M. Place flare nut wrench on flare nut.

N. Place open-end wrench on adjacent hexagon part of the filter-drier's male flare fitting.

O. Tighten both flare nuts.

(NOTE: At this point the instructor may request a leak check.)

P. Have instructor inspect.

Q. Clean up and put away tools.

Example of Laboratory-Based Activity for Useful Programs

The following is an example of an exploratory activity to be used in prevocational (useful) classes:

Program Unit--Consumer and Homemaking Education, Food and Nutrition

Essential Elements of Course--Food and nutrition (1/2 unit) shall be a laboratory-oriented course and shall include the following essential elements:

(1) Concepts related to the significance of food. The student shall be provided opportunities to:

- (A) determine factors affecting food habits;
- (B) identify social, cultural, and aesthetic values of food; and
- (C) identify local, state, and federal nutrition programs.

(2) Concepts and skills of food buying. The student shall be provided opportunities to:

- (A) identify the effects of advertising, consumer agencies, and other resources on food buying;
- (B) practice principles of wise use of available resources; and
- (C) develop a procedure using good consumer practices in the marketplace.

(3) Concepts and skills of kitchen planning and management. The student shall be provided opportunities to:

(A) identify principles for establishing effective work areas;

(B) determine major and minor equipment needs;

(C) identify and practice principles of equipment care and repair;

(D) identify factors affecting cost;

(E) evaluate equipment cost vs. equipment features; and

(F) identify and practice safety procedures in the kitchen.

(4) Concepts and skills related to nutrition of the family. The student shall be provided opportunities to:

(A) identify the effects of nutrition on the body's digestion, absorption, and utilization;

(B) determine energy needs of the body as they affect weight;

(C) analyze classification of nutrients, characteristics, sources, and functions;

(D) investigate chemical and physical properties of foods;

(E) relate nutrition principles to effective parenting skills;

(F) recognize food fads, fallacies, and facts;

(G) analyze and use reliable sources of information;

*(H) evaluate effective nutrition practices; and

*(I) modify personal nutrition practices.

(5) Concepts and skills of meal planning and management. The student shall be provided opportunities to:

(A) investigate scientific and creative aspects of planning, preparing, and serving meals;

(B) identify foods required to meet special needs; and

(C) identify and use methods for food conservation and preservation.

*Simulated in following activity

(6) Concepts of career and job opportunities. The student shall be provided opportunities to:

(A) explore opportunities for related paid employment;

(B) identify concepts and skills needed for employment; and

(C) determine educational preparation needed.

ACTIVITY: EVALUATING EFFECTIVE NUTRITION PRACTICES

Directions: Check yourself on the following features; then use available resources to determine nutrients needed.

Check yourself on the following features, and evaluate with instructor.

Picture of Health	Nutrient(s) needed	Something's Missing
___ clear complexion		___ blemished complexion
___ shiny hair		___ dull hair
___ firm red gums		___ soft, tender gums
___ bright eyes		___ dull eyes
___ strong white teeth		___ discolored teeth, frequent cavities
___ good posture		___ poor posture
___ strong fingernails		___ brittle nails
___ good weight for age, sex, height		___ overweight
___ full of energy		___ underweight
		___ listless, tire quickly

RELATED CAREER OPPORTUNITY: Nutritionist

Keep in mind that laboratory-based activities should be related to the duties/nature of work of the occupational area being studied.

NOTE:

The following pages contain careers and job descriptions, classified by program area. The listings by no means should be considered inclusive of all careers classified in the program areas. For further information on careers not included, refer to the Occupational Titles Arranged by Industry Designation in the Dictionary of Occupational Titles.

AGRICULTURE/AGRIBUSINESS

Agriculture Commodities Inspector-(D.O.T. 168.287-010)-Inspects agricultural commodities, processing equipment, and facilities to enforce compliance with governmental regulations.

Agriculture Economist-(D.O.T. 050.067-010)-Plans, designs, and conducts research to aid in interpretation of economic relationships and in solution of problems arising from production and distribution of goods and services.

Agronomist-(D.O.T. 040.061-010)-Conducts experiments or investigations in field-crop problems and develops new methods of growing crops to secure more efficient production, higher yield, and improved quality.

Airplane Pilot, Agriculture-(D.O.T. 196.263-010)-Pilots airplane or helicopter, at low altitudes, over agricultural fields to dust or spray fields with seeds, fertilizers, or pesticides.

Animal Breeder-(D.O.T. 410.161-010)-Breeds and raises animals, such as cats, dogs, guinea pigs, mice, monkeys, rabbits, and rats.

Animal Taxonomist-(D.O.T. 041.061-090)-Studies origin, interrelationships, classification, life histories, habits, life processes, diseases, relation to environment, growth and development, genetics, and distribution of animals.

Apiculturist-(D.O.T. 041.061-018)-Studies bee culture and breeding. Conducts experiments regarding causes and controls of bee diseases and factors affecting yields of nectar and pollen on various plants visited by bees.

Artificial Breeding Technician-(D.O.T. 418.384-014)-Collects and packages bull semen for artificial insemination of cows.

Auctioneer, Livestock-(D.O.T. 294.257-010)-Sells livestock at auction to highest bidder.

Basin Operator-(D.O.T. 954.385-010)-Tends and maintains desilting basin that removes silt from river water entering irrigation system.

Beekeeper-(D.O.T. 413.161-010)-Raises bees to produce honey and pollinate crops.

Biochemist-(D.O.T. 041.061-026)-Conducts research to determine action of foods, drugs, serums, hormones, and other substances on tissues and vital processes of living organisms.

Biologist-(D.O.T. 041.061-030)-Studies origin, relationship, development, anatomy, functions, and other basic principles of plant and animal life.

Botanist-(D.O.T. 041.061-038)-Studies development and life processes, physiology, heredity, environment, distribution, anatomy, morphology, and economic value of plants for application in such fields as agronomy, forestry, horticulture, and pharmacology.

Cattle Rancher-(D.O.T. 410.161-018)-Breeds and raises livestock, such as beef cattle, dairy cattle, goats, horses, reindeer, sheep, and swine, for such purposes as sale of meat, riding or working stock, breeding, or for show; and for products, such as milk, wool, and hair.

Cementer, Oil Well-(D.O.T. 939.462-010)-Controls pumping and blending equipment to acidize, cement, or fracture gas or oil wells and permeable rock formations.

Coal Washer-(D.O.T. 541.382-010)-Operates equipment to size and wash coal for shipment or further processing.

Cotton Classer-(D.O.T. 429.387-010)-Classifies cotton according to grade, staple length, and character, employing knowledge of cotton fiber and standards for various grades as established by U.S. Department of Agriculture.

Cruiser-(D.O.T. 459.387-010)-Cruises forest land to estimate volume of marketable timber and collect data concerning forest conditions for appraisal, administration, logging, land use, and forest management planning.

Crush Setter-(D.O.T. 933.664-010)-Adjusts gaps of cone crushers used to reduce taconite ore to specified size.

County Agricultural Agent-(D.O.T. 196.127-010)-Organizes and conducts cooperative extension program to advise and instruct farmers and individuals engaged in agribusiness in applications of agricultural research findings.

Dispatcher-(D.O.T. 932-167-010)-Coordinates movements of haulage trips (trains) in underground mine to or from working force or dump area.

Drier Attendant-(D.O.T. 523.685-058)-Tends rotary driers that remove moisture from materials, such as corn germs, alfalfa, and shredded sweet potatoes.

Driller-(D.O.T. 930.382-026)-Operates gasoline, diesel, electric, or steam draw works to drill oil or gas wells.

Egg Candler-(D.O.T. 529.687-074)-Inspects eggs to ascertain quality and fitness for consumption or incubation, according to prescribed standards.

Entomologist-(D.O.T. 041.061-046)-Studies insects and their relation to plant and animal life.

Farm Equipment Mechanic-(D.O.T. 624.281-010)-Maintains, repairs, and overhauls farm machinery, equipment, and vehicles, such as tractors, harvesters, pumps, tilling equipment, trucks, and other mechanized, electrically powered, or motor-driven equipment, on farms or in farm-equipment repair shops.

Feed Mixer-(D.O.T. 520.685-098)-Tends machines that mix stock or poultry feed according to formula and conveys it to packing machine or storage.

Fish and Game Warden-(D.O.T. 379.167-010)-Patrols assigned area to prevent game law violations, investigate reports of damage to crops and property by wildlife, and compile biological data.

Fish Farmer-(D.O.T. 446.161-010)-Arranges with buyers for sale of fish.

Forest Fire Fighter-(D.O.T. 452.687-014)-Fells trees, cuts and clears brush, digs trenches, and extinguishes flames and embers to contain or suppress fire, using ax, chainsaw, shovel, and hand- or engine-driven water pumps.

Forester-(D.O.T. 040.061-034)-Manages and develops forest lands and their resources for economic and recreational purposes.

Fruit-Buying Grader-(D.O.T. 529.387-018)-Examines, sorts, and grades sample fruit from load at receiving point.

Game Farmer-(D.O.T. 412.131-010)-Supervises and coordinates activities of workers engaged in breeding, raising, and protecting game on private or state game farm.

Gamekeeper-(D.O.T. 169.171-010)-Breeds, raises, and protects game animals and birds on state game farm or private game preserves.

Grader, Meat-(D.O.T. 525.387-010)-Examines animal carcasses to determine grade in terms of value.

Geneticist-(D.O.T. 041.061-050)-Performs experiments to determine laws, mechanisms, and environmental factors in origin, transmission, and development of inherited traits.

Geologist-(D.O.T. 024.061-018)-Applies knowledge of chemistry, physics, biology, and mathematics to explain these phenomena and to help locate mineral, geothermal, and petroleum deposits and underground water resources.

Ginner-(D.O.T. 429.685-010)-Tends variety of machines, such as dryers, cleaners, gin stands, and linters that dry, clean, and separate cotton lint from seed and waste materials.

Harvest Worker-(D.O.T. 403.687-018)-Harvests fruits and nuts, such as cherries, strawberries, grapes, oranges, and pecans, according to method appropriate for type of fruit, by hand or using tools, such as shears, rubber mallet, pronged scoop, or hooked pole.

Hunting and Fishing Guide-(D.O.T. 353.161-010)-Plans, organizes and conducts hunting and fishing trips for individuals and groups.

Inspector, Grain and Mill-(D.O.T. 529.387-026)-Weighs packaged cereal, feed, and flour products to verify weights and examines packages for adequacy of labeling, stamping, sewing, or sealing.

Irrigation Engineer-(D.O.T. 005.061-022)-Plans, designs, and oversees construction of irrigation projects for transporting and distributing water to agricultural lands.

Irrigation Supervisor-(D.O.T. 409.137-010)-Supervises and coordinates activities of workers engaged in irrigating crops.

Landscape Architect-(D.O.T. 001.061-018)-Plans and designs development of land areas for projects, such as parks and other recreational facilities, airports, highways, and parkways, hospitals, schools, land subdivisions, and commercial, industrial, and residential sites.

Logger-(D.O.T. 454.684-018)-Harvests timber trees, performing a combination of the following tasks: Fells trees in specified direction, removes limbs and top, and measures and cuts tree into log lengths, using chainsaw, wedges, and ax.

Logging Contractor-(D.O.T. 183.167-038)-Directs and coordinates, through subordinate supervisory personnel, activities of workers engaged in logging operations.

Log Grader-(D.O.T. 455.367-010)-Grades logs in sorting yard, millpond, or log deck according to industry or company standards.

Log Scaler-(D.O.T. 455.487-010)-Estimates marketable content of logs or pulpwood.

Manager, Leasing-(D.O.T. 186.117-046)-Directs land and leasing department of petroleum company to secure leases, options, rights-of-way, and special agreements covering land and mineral rights for drilling wells and producing gas and oil.

Mine Electrician-(D.O.T. 824.261-010)-Plans new or modified installations to minimize waste of materials, provide access for future maintenance, and avoid unsightly, hazardous, and unreliable wiring, consistent with specifications and local electrical codes.

Mining Engineer-(D.O.T. 010.061-014)-Determines location and plans extraction of coal, metallic ores, non-metallic minerals, and building materials, such as stone or gravel.

Mine Inspector-(D.O.T. 168.267-074)-Inspects underground or open-pit mines to ascertain compliance with contractual agreements and with health and safety laws.

Mine-Machinery Mechanic-(D.O.T. 620.261-022)-Analyzes malfunctions and repairs, rebuilds, and maintains construction equipment, such as cranes, power shovels, scrapers, paving machines, motor graders, trench-digging machines, conveyors, bulldozers, dredges, pumps, compressors and pneumatic tools.

Miner-(D.O.T. 939.281-010)-Mines ore, coal, or rock in underground mine, performing any combination of tasks in areas where high production equipment is limited by economic factors or natural formations.

Mud-Plant Operator-(D.O.T. 930.685-010)-Tends machine that mixes mud for use in drilling oil and gas wells.

Nursery Laborer-(D.O.T. 405.687-014)-Performs any combination of duties concerned with preparing soil and growth media, cultivating, and otherwise participating in horticultural activities under close supervision on acreage, in nursery, or in environmentally controlled structure, such as greenhouse and shed.

Oil Pumper-(D.O.T. 914.382-010)-Operates steam, gas, gasoline, electric, or diesel pumps and auxiliary equipment to restore and control flow of oil from wells.

Orchardist-(D.O.T. 403.161-010)-Plants and cultivates trees, such as apple, orange, and walnut, and harvests fruit and nut crops, applying knowledge of horticulture and market conditions.

Orchard Pruner-(D.O.T. 408.684-018)-Cuts away dead and excess branches from fruit, nut, and shade trees, using handsaws, pruning hooks and shears, and long-handled clippers.

Park Superintendant-(D.O.T. 188.167-062)-Coordinates activities of park rangers and other workers engaged in development, protection, and utilization of national, state, or regional park.

Perforator Operator, Oil Well-(D.O.T. 931.382-010)-Operates truck-mounted hoisting equipment and electrical control panel to position and explode charges in oil or gas wells to pierce drill pipes, casings, tubings, and fracture earth formations.

Petroleum Engineer-(D.O.T. 010.061-018)-Analyzes technical and cost factors to plan methods to recover maximum oil and gas in oil-field operations, utilizing knowledge of petroleum engineering and related technologies.

Poultry Vaccinator-(D.O.T. 411.684-014)-Vaccinates poultry for diseases, such as pox and bronchitis, by placing vaccine in drinking water, dusting air with vaccine powder, injecting vaccine in eye, leg, vent, wing web, or nostril of bird, using medicine dropper or hypodermic needle.

Poultry Breeder-(D.O.T. 411.161-014)-Breeds and raises poultry and fowl to improve strain and develop show stock.

Predatory Animal Hunter-(D.O.T. 461.661-010)-Hunts, traps, and kills predatory animals to collect bounty.

Quarry Worker-(D.O.T. 939.667-014)-Performs any combination of the following tasks in rock quarry: Removes mud and muck from surface of stone, using pick, shovel, and steam hose.

Rotary-Driller Helper-(D.O.T. 930.684-026)-Assists rotary driller (petrol. production) in operating machinery to drill oil or gas wells, using hand tools and power tongs and wrenches.

Roustabout-(D.O.T. 869.684-046)-Assembles and repairs oil field machinery and equipment, using hand tools and power tools.

Sawmill Worker-(D.O.T. 667.686-014)-Performs any combination of duties in preparing logs for cutting into lumber and storing cut lumber in sawmill.

Seed Analyst-(D.O.T. 040.361-014)-Tests seed for germination, purity, and weed content.

Seed Cone Picker-(D.O.T. 453.687-010)-Gathers decorative greens, medicinal plants and barks, tree cones, moss, or other wild plant life from forest by hand or using hand tools, such as pruning shears, knife, or shovel.

Seismic Prospector-(D.O.T. 024.061-026)-Studies structure of subsurface rock formations to locate petroleum deposits.

Silviculturist-(D.O.T. 040.061-050)-Manages tree nurseries and thins forests to encourage natural growth of sprouts or seedlings of desired varieties.

Soil Scientist-(D.O.T. 040.061-058)-Studies soil characteristics and maps soil types, and investigates responses of soils to known management practices to determine use capabilities of soils and effects of alternative practices on soil productivity.

Soils Tester-(D.O.T. 029.261-010)-Performs laboratory tests according to prescribed standards to determine chemical and physical characteristics or composition of solid, liquid, or gaseous materials and substances for purposes such as quality control, process control, product development, or determining conformity to specifications.

Sorter, Agricultural Produce-(D.O.T. 529.687-186)-Sorts agricultural produce, such as bulbs, fruits, nuts, and vegetables.

Stone Grader-(D.O.T. 679.567-010)-Inspects quarried stone for size and quality and classifies stone according to standard schedule.

Surveyor-(D.O.T. 018.167-038)-Plans, directs, or conducts surveys of land areas.

Tool Pusher-(D.O.T. 930.130-010)-Supervises and coordinates activities of workers engaged in drilling oil and gas wells in area consisting of one or more well sites.

Trapper, Animal-(D.O.T. 461.684-014)-Traps animals for pelts, live sale, bounty, or to relocate them in other areas.

Veterinarian-(D.O.T. 073.101-010)-Diagnoses and treats diseases and disorders of animals.

Veterinary Pharmacologist-(D.O.T. 073.061-034)-Studies drugs, including materia medica and therapeutics, as related to veterinary medicine.

Vocational Agriculture Teacher-(D.O.T. 097.227-014)-Teaches vocational training subjects in specific trades to students in public or private schools or in industrial plants.

Watershed Tender-(D.O.T. 954.382-018)-Controls equipment to regulate waterflow and water level in reservoirs.

Well Puller-(D.O.T. 930.382-030)-Controls power hoisting equipment to pull casing, tubing, and pumping rods from oil and gas wells for repair and to lower repaired equipment, testing devices, and servicing tools into well.

Wood Technologist-(D.O.T. 040.061-062)-Conducts research to determine composition, properties, behavior, utilization, development, treatments, and processing methods of wood and wood products.

Zoologist-(D.O.T. 041.061-090)-Studies origin, interrelationships, classification, life histories, habits, life processes, diseases, relation to environment, growth and development, genetics, and distribution of animals.

BUSINESS AND OFFICE

Bank Teller-(211.362-022)-Receives checks and cash for deposit, verifies amounts, and examines checks for endorsements.

Bookkeeping Machine Operator-(210.382-022)-Operates bookkeeping machine to record data and to maintain complete set of records.

Bookkeeper-(210.382-014)-Balances books and compiles reports to show statistics, such as cash receipts and expenditures, accounts payable and receivable, profit and loss, and other items pertaining to operation of business.

Calculator Machine Operator-(216.482-022)-Computes details of business transactions, using knowledge of arithmetic and electrically-powered machines.

Clerks-(209.562-010)-Performs any combination of following and similar clerical tasks requiring limited knowledge of systems or procedures; addresses and stuffs envelopes, answers telephones, conveys messages, and runs errands, proofreads records and forms.

Correspondence Clerk-(209.262-010)-Composes letters in reply to correspondence concerning such items as requests for merchandise, damage claims, credit-information, delinquent accounts, incorrect billing, unsatisfactory service, or to request information.

Duplicator-Operator-(207.682-010)-Operates various machines to reproduce typewritten or handwritten matter or previously printed material.

General Office Clerk-(219.362-010)-Performs any combination of the following duties in business offices; furnishes supplies to workers, delivers incoming and outgoing mail; delivers messages, collects and distribute paperwork, files, and uses various office machines.

File Clerk-(206.362-010)-Files correspondence, cards, invoices, receipts, and other records in alphabetical or numerical order, or according to the establishment's designated system.

Insurance Clerk-(219.387-014)-Compiles records of insurance policies by filing records of insurance transactions, keeping calendars of premium due dates and expiration dates, prepares vouchers for payment of premiums and verifies that payments have been made, fills in date or renewal policy applications, and compiles statistical data for reports.

Library Assistant/Attendant-(249.367-046)-Compiles records, sorts and shelves books, and issues and receives library materials.

Messenger Clerk-(239.677-010 & 239.567-010)-Delivers duplicate materials to the necessary offices inside and outside the establishment.

Payroll Clerk-(215.482-010)-Computes wages and posts wage data to payroll records.

Personnel Clerk-(209.362-026)-Compiles and keeps personnel records.

Receptionist-(237.367-038)-Receives callers at establishments, determines nature of business, and directs callers to destination.

Secretary-(201.362-030)-Schedules appointments, gives information to callers, takes dictation, and otherwise relieves official of clerical work and minor administrative and business detail.

Statistical Clerk/Compiler-(216.382-062)-Compiles data and computes statistics for use in statistical studies, using calculator and adding machines.

Stenographer-(202.362-014)-Takes dictation in shorthand of correspondence, reports, and other matter, and operates typewriter to transcribe dictated material.

Stock Clerk-(222.387-058)-Receives and issues supplies and materials and keeps records of stock on hand.

Stock Inventory Clerk-(222.387-026 & 222.387-058)-Compiles records of amount, kind, and value of merchandise, material, or stock on hand in establishment.

Timekeeper-(215.367-022)-Compiles employee's time and production records. Reviews time sheets, worksheets, and time cards for completeness.

Typist-(203.582-066)-Types letters, reports, stencils, forms, addresses, or other straight-copy materials from rough draft or corrective copy.

Word Processing/Data Entry Operator-Produces documents by entering data using automated and computerized typing and text-editing equipment.

CONSUMER AND HOMEMAKING

Budget Consultant (Family Finance Specialist)-(D.O.T. 160.207-010)-Advises customers of bank and loan companies on personal and family financial problems.

Cloth Tester (Textile Technician)-(D.O.T. 029.381-010)-Subjects cloth to standardized physical and chemical tests and compares test results with samples or prepared standards such as charts, graphs, and tables, to verify adherence to specifications.

Color Expert-(D.O.T. 141.051-010)-Advises clients on fashionable shades and color combinations in paper, paint, draperies, floor coverings and other permanent installations for furnishing interiors of homes, offices, and other commercial establishments.

Consultant on Housing Design-Consults with home builders and architects to achieve efficient arrangements in housing.

Consumer Service Specialist-Represents company's product to consumer and interprets and relates consumer needs to company.

County Home-Demonstration Agent-(D.O.T. 096.121-010)-Provides instruction and advice primarily in rural communities, in developing programs to improve farm and family life.

Dietician-(D.O.T. 077.117-010)-Plans menus and diets providing required food and nutrients to feed individuals and groups.

Director of Consumer Education-Guides families in the selection and care of products on the market to help them make the most efficient use of their resources.

Drapery and Upholstery Estimator-(D.O.T. 298.387-010)-Calls at customers' homes to take measurements for and estimate cost of fabricating draperies, window shades, slipcovers, and upholstery; installs draperies in customer's home.

Educational Director-Develops new and easy sewing techniques to be incorporated in pattern and sewing books.

Extension Service Specialist (Home Economics)-(D.O.T. 096.127-014)-Instructs extension workers and develops specific service activities in home economics.

Family Relations and Child Development Journalist-Employed by the publishers of periodicals and newspapers and by radio and television stations to report on subjects aiding in the understanding of child development and family relations.

Fashion Coordinator-(D.O.T. 185.157-010)-Coordinates promotional activities such as fashion shows to induce customer acceptance.

Fashion Journalist-Employed by publishers of periodicals and newspapers and radio and television stations to report on new fashions and fashion accessories.

Food Chemist (Food Analyst)-(D.O.T. 022.261-014)-Experiments with natural and synthetic materials or by-products to develop new foods, food preservatives, antiadulteration agents, and similar products.

Food Journalist-Employed by publishers of periodicals and newspapers and by radio or television stations to originate and test recipes for publication or broadcast.

Food Service Supervisor-(D.O.T. 319.137-010)-Trains and supervises employees engaged in serving food and maintaining cleanliness of food service areas and equipment in public and private institutions, and commercial food establishments.

Food Tester-(D.O.T. 029.361-014)-Mixes and cooks or bakes experimental food products, such as cake mixes or refrigerated biscuits, cookies, or rolls.

Home Management and Family Economics Journalist-Reports on subjects which promote efficient management of household and finances and sound consumerism.

Home Service Director-(Director of Home Economics)-(D.O.T. 096.161-010)-Plans, coordinates and directs consumer education service or research program for equipment, food, or utility company to promote goodwill and sale of products or services.

Household Appliance Installer-(D.O.T. 827.661-010)-Installs household appliances such as refrigerators, washing machines, stoves, and related appliances in consumers' homes.

Interior Decorator-(D.O.T. 142.051-014)-Advises client on interior design factors, such as space planning, layout and utilization of furnishings and equipment, color schemes, and color coordination.

Nursery School Teacher-(D.O.T. 092.227-018)-Instructs children in activities designed to promote social, physical and intellectual growth in preparation for primary school in preschool, day care center, or other child-development facility.

Research Dietician-(D.O.T. 077.061-010)-Performs research in improvement of food as related to appearance, palatability, and nutritional value.

Researcher in Child Development and Family Relations-Studies the various relationships within the family, the various factors which may have an effect on these relationships (such as size of family, economic situation, health problems, or emotional stability of family members), and how the total family environment affects the development of the children.

Researcher in Home Management and Family Economics-(D.O.T. 096.121-014)-Researches such subjects as what portion of income families spend on major costs, marketing and consumption practices to determine what influences people in their purchases, family financial records to reveal what sort of records people do and should keep, the different needs of families at various stages of the life cycle, and living costs and standards.

Sewing Machine Operator-(D.O.T. 787.682-046)-Operates sewing machine to join, gather, hem, reinforce, or decorate clothing articles.

Tester (Electric Equipment)-(D.O.T. 729.684-058)-Inspects and tests household appliances such as ranges, water heaters, and food mixers, for appearance and mechanical and electrical characteristics, using testing devices and hand tools.

Wedding Consultant-(D.O.T. 299.357-018)-Recommends trousseau for bride and costumes and accessories for attendants.

MARKETING AND DISTRIBUTION

Advertising Manager-(D.O.T. 164.117-010)

a. Individual company - Plans the advertising policies of a department store, factory or other business, then directs the company's advertising space, inspects and approves all advertising; supervises other employees in department; if agency used, will choose and work with agency.

b. Advertising agency - Directs and is responsible for profitable functioning of an advertising agency; plans, coordinates activities, solicits accounts, contacts media, and supervises personnel.

Assistant Buyer-(D.O.T. 162.157-022)-Aids the buyer in keeping records, training sales force, reordering merchandise, working with advertising displays, and directing sales promotion staff.

Auctioneer-(D.O.T. 294.257-010)-Sells articles at auction to highest bidder. Appraises merchandise before sale and assembles merchandise in lots according to estimated value of individual pieces or type of article. Selects article to be auctioned at suggestion of bidders or by own choice. Appraises article and determines or asks for starting bid. Describes merchandise and gives information about article, such as history and ownership, in order to encourage bidding. Continues to ask for bids, attempting to stimulate buying desire of bidders. Closes sale to highest bidder. May write auction catalog and advertising copy for local or trade newspapers and periodicals. May be designated according to property auctioned.

Billposter-(D.O.T. 299.667-010)-Places posters and banners in prominent places to advertise a product or event; displays posters or attaches advertisements on walls and billboards.

Broker-(D.O.T. 162.157-042)-Negotiates sales, brings the seller and buyer together, furnishes information on market conditions; does not take title or possession of goods as a rule.

Buyer or Purchasing Agent-(D.O.T. 162.157-038)-Studies consumer wants and buying trends in specialized area; visits manufacturing showrooms. At re-order point or when requisitioned, orders merchandise, supplies or equipment, comparing quantity, quality, price, discounts, customer appeal, transportation, and delivery dates. Directs record keeping, sales, and promotion; supervises and trains assistants; checks on actual shipping and handling; and often authorizes payment.

Distributor-(D.O.T. 929.687-030)-Purchases products from wholesalers or producers and retails them under a company or own brand name.

Floor Manager -

a. Retail-(D.O.T. 299.137-010)-Manages and coordinates the activities of workers in one department of a store, assigns duties, hears customers' complaints, reorders new stock.

b. Wholesale-(D.O.T. 299.137-010)-Allocates floor space at a wholesale auction, determines the quality of the product, directs workers in selling.

Floral Designer-(142.081-010)-Designs and fashions live, cut, dried, and artificial floral and foliar arrangements for events, such as holidays, anniversaries, weddings, and funerals.

Foreign Trade Consultant - Uses extensive experience to evaluate, advise, and interpret data for organizations in the areas not familiar to employees of the firm.

Group-Sales Representative-(D.O.T. 259.357-010)-Promotes sale of group or season tickets for sports or other entertainment events. Telephones, visits, or writes to organizations, such as chambers of commerce, corporate-employee-recreation clubs, social clubs, and professional groups, to persuade them to purchase group tickets or season tickets to sports or other entertainment events, such as baseball, horseracing, or stage plays. Quotes group-ticket rates, arranges for sale of tickets and seating for group on specific date(s), and obtains payment. May arrange for club to sponsor sports event, such as one of races at horseracing track.

Importer-(D.O.T. 185.157-018)-Imports merchandise from foreign merchants for use or resale; should be fluent in more than one language.

Mail Order Sorter-(D.O.T. 222.387-038)-Fills mail orders from customers and marks prices of merchandise on order form; examines order form to ascertain catalog number, size, color, and quantity of merchandise; obtains merchandise from shelves, computes price, and conveys to wrapping area for delivery or mailing.

Manager, Retail Store-(D.O.T. 185.167-046)-Manages retail business; hires, trains, discharges employees; plans work schedules; supervises pricing, sales promotion, and sales.

Marker-(D.O.T. 209.587-034)-Prints and attaches price tickets to articles of merchandise, boxes or tickets, or prints price tickets, using machine.

Market Research Analyst-(D.O.T. 050.067-014)-Conducts a systematic study of market conditions through surveys, interviews with specialists in various fields, and data available in the field of marketing. Reports and interprets results to management; supervises application on follow-up; determines potential sales and forecasts trends; may be with independent agency or with company.

Material Handler-(D.O.T. 929.687-030)-Loads and unloads materials, conveys from storage area to vehicle, opens containers, counts and weighs merchandise.

Packager - (D.O.T. 920.587-018)

a. Hand - Packages or wraps various products or materials by hand; may assemble cartons, clean containers, sort, label, inspect and insert product into package.

b. Machine - Tends machine that performs packaging functions such as cleaning, filling, sorting, labeling, and weighing products, inspects, makes minor adjustments and repairs; may load conveyer and replenish supplies.

Merchandising Manager-(D.O.T. 185.167-034)-Coordinates all merchandising activities for a business firm; formulates policies, determines the necessary percentage of markup to ensure a profit, determines the quantity of merchandise to be stocked. Often a senior officer in a company; in charge of all merchandise; may be in a department position.

Model-(D.O.T. 297.667-014)-Conveys the image of a product as making life better in some way. Wears, uses, or demonstrates the product, sometimes quoting prices; may travel, do clerical work, or actually sell. Different fields include fashion, photographic, or demonstration work.

Package Designer-(D.O.T. 142.081-018)-Designs containers for products, considering factors such as convenience, handling, sales promotion, customer appeal, and cost.

Product Designer-(D.O.T. 142.061-026)-Designs commercial products for utilization, decorative effect, styling, or other customer appeal; employed by advertising agencies as well as by producers and manufacturers.

Retail Storeowner - (not listed in 1977 edition of D.O.T.) - Operates a private business; uses capital, training, and experience to sell goods to customers in a particular retail category. Usually is the manager if business is small.

Sales Clerk-(D.O.T. 290.477-014)-Obtains or receives merchandise, totals bill, receives payment, and makes change for customers in such retail stores as tobacco shop, drug store, candy store, or liquor store. Stocks shelves, counters, or tables with merchandise. Sets up advertising displays or arranges merchandise on counters or tables to promote sales. Stamps, marks, or tags price on merchandise. Obtains merchandise requested by customer or receives merchandise selected by customer. Totals price and tax on merchandise selected by customer, using paper and pencil, cash register, or adding machine, to determine bill; receives payment, and makes change. Occasionally calculates sales discounts in determining sales slip. Wraps or bags merchandise for customers. Cleans shelves, counters, or tables as necessary. May keep record of sales, prepare inventory of stock, or order merchandise. May be designated according to product sold or type of store.

Sales Manager-(D.O.T. 163.167-018)-Directs sales staffing, training, and performance evaluation; establishes sales goals; advises on promotional activities; analyzes sales statistics to assist management in setting buying policies.

Salesperson-Demonstrator, Party Plan-(D.O.T. 279.357-038)-Displays and sells merchandise, such as clothes, household items, jewelry, toiletries, or toys, to guests attending house party. Confers with party sponsor to arrange date, time, and number of guests. Sets up display of sample merchandise. Meets guests and converses with them to establish rapport. Discusses items on display or demonstrates uses of product, and explains program to guests. Hands out catalogs or brochures that picture merchandise available. Writes orders for merchandise and arranges for payment. Delivers orders to sponsor or individual and collects monies due. May give small sample items to guests. May discuss program with guests to persuade them to sponsor house party by describing benefits derived from sponsorship. May assist sponsor to serve refreshments.

Salesperson, Household Appliances-(D.O.T. 270.357-034)-Sells radios, television sets, and other household appliances to customers. Explains features of appliances, such as stoves, refrigerators, vacuum cleaners, and washing machines. Demonstrates television, radio, and phonograph sets. May sell service contracts for appliances sold. May demonstrate appliances on display floor of utility company and refer interested customers to appliance dealers for purchase.

Salesperson, Men's and Boy's Clothing-(D.O.T. 261.357-050)-Sells men's and boy's outer garments, such as suits, trousers, and coats. Advises customer about prevailing styles and suitability of garments. Answers questions relative to fabric or design of garment. Selects standard-sized garments nearest to customer's measurements. May mark garment for alterations.

Sales Representative, Telephone Services-(D.O.T. 253.257-010)-Sells telephone services to business accounts. Contacts and visits commercial customers to review telephone service. Analyzes communication needs of business establishments, using knowledge of type of business, available telephone equipment, and traffic studies. Recommends services, such as additional telephone instruments and lines, switchboard systems, dial- and key-telephone systems, private-branch exchanges, and speaker telephones. Quotes rates for equipment and writes up orders. Explains equipment usage, using brochures and demonstration equipment. May specialize in selling services to a particular industry.

Statistical Report Writer-(D.O.T. 020.167-026)-Evaluates the results of surveys and other research; presents data in written form, including charts and graphs.

Statistician-(D.O.T. 020.167-026)-Plans surveys; collects, organizes, interprets, summarizes and analyzes numerical data on sampling or enumeration bases; applies statistical theory and methods to provide usable information to management.

Travel Agent-(252.157-010)-Plans itineraries and arranges accommodations and other travel services for customers of travel agency.

Warehouse Manager-(D.O.T. 184.167-114)-Directs all warehousing activities; establishes procedures and policies for receiving, handling, and dispensing of warehouse stock, and for maintenance of inventory; hires, trains, and schedules warehouse personnel.

Warehouse Traffic Supervisor-(D.O.T. 922.137-026)-Supervises and coordinates activities of workers engaged in loading and unloading vehicles; schedules and dispatches, directs traffic to and from warehouse.

Window Dresser-(D.O.T. 298.081-010)-Plans and executes commercial displays, applying art, design, selection, and arrangement for the purpose of attracting the attention of customers.

Wholesaler-(D.O.T. 185.167-070)-Manages an enterprise which buys merchandise from manufacturers in large quantities. Authorizes purchase of stock; supervises workers, informs retail customers of new developments in the market; may direct grading and standardizing of the product.

TRADES AND INDUSTRY

Aircraft Mechanic-(621.281-014)-Services, repairs, and overhauls aircraft and aircraft engines to ensure airworthiness.

Architectural Drafter-(001.261-010)-Performs duties of drafter by drawing artistic architectural and structural features of any class of buildings and structures.

Auto Body Mechanic-(807.381-010)-Repairs damaged bodies and body parts of automotive vehicles, such as automobiles, buses, and light trucks according to repair manuals, using hand tools and power tools.

Auto Mechanic-(620.261-010)-Repairs and overhauls automobiles, buses, trucks, and other automotive vehicles.

Auto Radiator Mechanic-(620.381-010)-Repairs cooling systems and fuel tanks in automobiles, buses, trucks, and other automotive vehicles.

Auto Electrician-(721.281-010)-Tests, repairs, and rebuilds automotive generators and starters by using voltmeters and ammeters.

Auto Machinist-(600.280-034)-Sets up and operates a variety of general or specialized metalworking machines to repair automotive engine parts or auxiliary units, such as transmission, differential, springs, or brakes, applying knowledge of mechanics, shop mathematics, metal properties and machine procedure.

Bookbinder-(977.381-010)-Cuts, sews, and glues components to bind books, using sewing machine, handpress, and handcutter.

Bricklayer-(861.381-018)-Lays building material, such as brick, structural tile, concrete cinder, glass, gypsum, and terra-cotta block to construct or repair walls, partitians, arches, sewers, and other structures.

Cabinetmaker-(660.280-010)-Sets up and operates a variety of woodworking machines and uses various hand tools to fabricate and repair wooden cabinets and furniture.

Carpenter-(860.381-022)-Constructs, erects, installs, and repairs structures and fixtures of wood, plywood, and wallboard, using carpenters' hand tools and power tools, and conforming to local building codes.

Cement Mason-(844.364-010)-Smooths and finishes surfaces of poured concrete floors, walls, sidewalks, or curbs to specified textures, using hand tools or power tools, including floats, trowels, and scruds.

Commercial Artist-(141.061-022)-Draws and paints illustrations for use by various media.

Diesel Mechanic-(625.281-010)-Repairs and maintains diesel engines used to power machines, such as buses, ships, trucks, railroad trains, electric generators, and construction machinery, using hand tools, precision-measuring instruments, and machine tools.

Drywall Applicator-(842.381-010)-Plans gypsum drywall installations, erects metal framing and furring channels for fastening drywalls, and installs drywall to cover walls, ceilings, soffits, shafts, and movable partitians in residential, commercial, and industrial buildings.

Electric Motor Repairer-(721.281-018)-Repairs electric motors, generators, and equipment, such as starting devices and switches, following schematic drawings by using hand tools, coil-winding machines, power tools, and test equipment.

Electric Refrigerator Service-(827.261-010)-Installs, services, and repairs refrigerators, using hand tools, test equipment, and following wiring diagrams and manufacturer's specifications.

Electronic Instrument Repairer-(729.281-026)-Repairs, calibrates, and tests instruments, such as voltmeters, ammeters, resistance bridges, galvanometers, temperature bridges, and temperature controlling and recording gages and instruments using a variety of tools.

Electrical Repairer-(829.281-014)-Repairs, maintains, and installs electrical systems and equipment, such as motors, transformers, wiring, switches, and alarm systems.

Electrican-(824.261-010)-Plans layouts, installs, and repairs wiring, electrical fixtures, apparatus, and control equipment.

Floor Layer-(864.481-010)-Applies blocks, strips, or sheets of shock-absorbing, sound-deadening, or decorative covering to floors, walls, and cabinets.

Framewirer, Telephone-(822.684-010)-Connects wires from telephone lines and cables to distributing frames in telephone company central office.

Gunsmith-(632.281-010)-Repairs and modifies firearms to blueprints and customer specifications.

Heavy Equipment Mechanic-(620.261-022)-Analyzes malfunctions and repairs, rebuilds, and maintains construction equipment.

Instrument Repairer-(710.261-010)-Repairs and calibrates speedometers and other automotive gages and meters.

Jewelry Repairer-(700.281-010)-Fabricates and repairs jewelry articles such as rings, brooches, pendants, bracelets, and lockets.

Leather Worker-(783.684-026)-Punches holes, installs rivets, and finishes edges of leather products.

Linotype Operator-(650.582-010)-Operates machine to cast completed lines of type from type metal and deposits them in gallery in composed form for printing.

Locksmith-(709.281-010)-Repairs and opens locks, makes keys, and changes lock combinations, using hand tools and special equipment.

Loom Fixer-(683.260-018)-Sets up, adjusts, and repairs looms to weave cloth of specified quality and design, using knowledge of loom function and weaving, diagrams and manuals.

Machinest, Metal-(600.280-022)-Sets up and operates machine tools, and fits and assembles parts to make or repair metal parts, mechanisms, tools, or machines, applying knowledge of mechanics, shop mathematics, metal properties, and layout and machining procedures.

Machinist, Wood-(669.380-014)-Sets up and operates variety of woodworking machines to surface, cut, and shape lumber, and to fabricate parts for wood products, such as doors, door and window frames, furniture, and sashes, according to specifications.

Maintenance Mechanic, Building-(891.137-010)-Keeps buildings and grounds in clean and orderly condition and maintains utility systems and physical structures of building.

Maintenance Mechanic, Equipment-(638.131-026)-Inspects, repairs, and maintains functional parts of automotive and mechanical equipment and machinery, such as pumps, compressors, pipe-laying machines, ditchdiggers, trucks and tractors used in petroleum exploration, on oil fields, in pipeline construction, and in airfield maintenance and pipeline operations, using hoists, hand tools, gages, drills, grinding wheels, and testing devices.

Meter Repairer-(710.281-034)-Disassembles, cleans, adjusts, repairs, and tests oil, gas, and water meters, using hand tools and testing equipment.

Millwright-(638.281-018)-Installs machinery and equipment according to layout plans, blueprints, and other drawings in industrial establishment, using hoists, lift trucks, hand tools, and power tools.

Motion Picture Projectionist-(960.362-010)-Sets up and operates motion picture projection and sound-reproducing equipment to produce coordination effects on the screen.

Motorboat Mechanic-(623.281-038)-Repairs and adjusts electrical and mechanical equipment of gasoline or diesel-powered inboard or inboard-outboard boat engines, using hand tools, power tools and electrical testing meters.

Motorcycle Repairer-(620.281-054)-Repairs and overhauls motorcycles, motor scooters, and similar motor vehicles.

Neon Sign Servicer-(824.281-018)-Services and repairs plastic, neon, and illuminated signs in response to trouble calls.

Office Machine Servicer-(638.281-014)-Repairs and services office machines, such as adding, accounting, and calculating machines, and typewriters.

Ornamental Iron Worker-(619.360-014)-Installs prefabricative ornamental ironwork, other than structural ironwork, such as metal window and door frames, motor-driven and automatic power doors, metal trim and paneling, and aluminum curtain-wall frames.

Painter-(840.381-010)-Applies coats of paint, varnish, stain, enamel, or laquer to decorate and protect interior or exterior surfaces, trimmings, and fixtures of buildings, and other structures.

Paperhanger-(841.381-010)-Covers interior walls and ceilings of rooms with decorative wallpaper or fabric, using handtools.

Patternmaker-Wood-(661.281-022)-Plans, lays out, and constructs wooden unit- or sectional-patterns used in forming sand molds for castings according to blueprint specifications.

Photoengraver-(971.381-022)-Photographs copy, develops negatives, and prepares photosensitized metal plates, such as copper, zinc, aluminum, and magnesium for use in printing, using photography and developing equipment and engraver's hand tools.

Photographer-(143.062.030)-Photographs variety of subject material using still cameras, color or black and white film, and a variety of photographic accessories.

Photolithographer-(972.382-014)-Sets up and operates camera to photograph illustrations and printed material and produce film or glass negatives or positives used in the preparation of lithographic printing plates.

Pipe Fitter-(862.381-018)-Lays out, fabricates, assembles, installs, and maintains piping and piping systems, fixtures, and equipment for steam, hot water, heating, cooling, lubricating, sprinkling, and industrial processing systems, on the basis of knowledge of system operation and study of building plans or working drawings.

Plasterer-(842.361-018)-Applies coats of plaster to interior walls, ceilings, and partitions of buildings, to produce finished surface, according to blueprints, architect's drawings, or oral instructions, using hand tools and portable power tools.

Plastics-Fabricator-(754.684-042)-Fabricates plastic accessories, trim, and structural parts of aircraft and missiles.

Plumber-(862.381-030)-Assembles, installs, and repairs pipes, fittings, and fixtures of heating, water, and drainage systems, according to specifications and plumbing codes.

Printer-Letterpress and/or Offset-(651.685-018)-Makes ready and operates offset printing press to print single and multicolor copy from lithographic plates, examining job order to determine press operating time, quantity to be printed, and stock specifications.

Radio Repairer-(720.281-010)-Repairs radio receivers, phonographs, recorders, and other electronic audio equipment, using circuit diagrams and test meters.

Refrigeration Mechanic-(637.261-026)-Installs and repairs industrial and commercial refrigeration systems according to blueprints and engineering specifications, using knowledge of refrigeration, structural layout, and function and design of components.

Sheet Metal Worker-(804.281-010)-Fabricates, assembles, installs, and repairs sheet metal products and equipment, such as control boxes, drainpipes, ventilators, and furnace casings, according to job order or blueprints.

Shoe Repairer-(753.684-026)-Repairs shoes damaged in the manufacturing process or by normal wear.

Sign Painter-(970.381-026)-Designs, lays out, and paints letters and designs to create signs, using measuring and drawing instruments, brushes, and hand tools.

Small Engine Repairer-(625.281-018 & 625.281-034)-Repairs internal combustion engines in factory service departments or repair establishments, according to company specification charts, using machine tools, hand tools, and measuring instruments.

Stationary Engineer-(950.382-026)-Operates and maintains stationary engines and mechanical equipment, such as steam engines, air compressors, generators, motors, turbines, and steam boilers to provide utilities, such as light, heat, or power for buildings and industrial processes.

Steam Fitter-(862.381-018)-Lays out, fabricates, assembles, installs, and maintains piping and piping systems which must withstand high pressure.

Stone Cutter-(677.682-022)-Operates pneumatic surfacing machine to shape and surface stone for building or monumental purposes.

Surveyor-(018.167-018)-Plans, organizes, and directs work of one or more survey parties engaged in surveying earth's surface to determine precise location and measurements of points, elevations, lines, areas, and contours for construction, mapmaking, land division, titles, mining or other purposes.

Television Camera Operator-(143.062-022)-Photographs various subjects and subject materials using motion picture cameras and equipment and utilizing knowledge of motion picture techniques, limitations, and advantages to photograph scenes.

Television Repairer-(720.281-018)-Repairs and adjusts television receivers using hand tools and electronic testing instruments.

Tile Setter-(861.381-054)-Applies tile to walls, floors, ceilings, and promenade roof decks, following design specifications. Examines blueprints, measures and marks surfaces to be covered, and lays out work.

Typewriter Servicer-(633.281-018)-Repairs and services typewriters using hand tools, power tools, micrometers, and welding equipment.

Upholsterer-(780.381-018)-Repairs and rebuilds upholstered furniture, using hand tools and knowledge of fabrics and upholstery methods.

Watchmaker-(715.281-010)-Repairs, cleans, and adjusts watches, clocks, and related instruments using watchmaker's tools, measuring instruments, bench machines, and cleaning equipment.

Welder-(819.384-010)-Welds metal components together to fabricate or repair products, such as machine parts, plant equipment, mobile homes, motors, and generators, according to layouts, blueprints, or work orders, using brazing and a variety of arc and gas welding equipment.

Wheel-Alignment Mechanic-(620.281-038)-Aligns wheels, axles, frames, torsion bars, and steering mechanisms of automotive vehicles.

HEALTH

Central Supply (Technician Assistant)-(381.687-010)-Cleans, sterilizes, and assembles hospital equipment supplies, and instruments, according to prescribed procedures and techniques.

Dental Assistant-(079.371-010)-Assists dentist engaged in diagnostic, operative, surgical, periodontal, preventive, orthodonic, removable and fixed prosthdontic, endodontic, and pedondontic procedures during examination and treatment of patients.

Dental Laboratory Assistant-(712.381-022)-Assists dental laboratory technician in fabrication and repair of full and partial dentures according to dentist's prescription, using hand tools, molding equipment, and bench fabricating machines.

Diet Clerk-(245.587-010)-Compiles dietary information for use by kitchen personnel in preparation of foods for hospital patients.

Mental Health Aide-(355.377-014)-Assists mentally ill patients, working under direction of nursing and medical staff.

Medical-Laboratory Assistant-(078.381-010)-Performs routine tests in medical laboratory under supervision of medical technologist (medical ser.) or other qualified individual, utilizing prescribed procedures, in urinalysis, hematology, serology, and bacteriology.

Medical Record Technician-(079.367-014)-Compiles and maintains medical records of hospital and clinic patients.

Nurse's Aide or Orderly-(355.674-014)-Assists in care of hospital patients, under direction of nursing and medical staff.

Occupational Therapy Aide-(355.377-010)-Assists occupational therapist (medical ser.) or occupational therapy assistant (medical ser.) in occupational therapy program in hospital or similar institutions.

Optician Assistant-(716.280-010)-Sets up and operates machines to grind eyeglass lenses to prescription specifications and assembles lenses in frames.

Orthopedic Appliance Mechanic-(788.261-010)-Fabricates boots and shoes for deformed feet according to prescription and patient's measurements.

Pharmacy Assistant-(074.381-010)-Mixes and dispenses prescribed medicines and pharmaceutical preparations in absence of or under supervision of pharmacist.

Physical Therapy Aide-(355.354-010)-Prepares patients for physical therapy treatments, assists physical therapist or physical therapist assistant during administration of treatments, and administers routine treatments.

Podiatrist-(079.101-022)-Diagnoses and treats diseases and deformities of the human foot.

Radiologic Technologist-(078.362-026)-Applies roentgen rays and radioactive substances to patients for diagnostic and therapeutic purposes.

Physician Assistant-(079.364-018)-Provides patient services under direct supervision and responsibility of doctor of medicine or osteopathy.

Veterinary Assistant-(073.101-010)-Assists veterinarian in diagnosing and treating diseases and disorders of animals.

Ward Clerk/or Ward Management Assistant-(245.362-014)-Prepares and compiles records in hospital nursing unit, such as obstetrics, pediatrics, or surgery.

UNIT IV

OBTAINING OCCUPATIONAL INFORMATION

UNIT OBJECTIVE

After completing this unit, the student will be able to utilize career resources to obtain information concerning duties, working conditions, education/training requirements, personal qualifications, wages/salary, and other pertinent job-related factors. Mastery will be evidenced through demonstration and by satisfactorily completing the unit test.

SPECIFIC OBJECTIVES

In completing this unit, the student will:

1. Identify terms associated with utilizing career resources.
2. Describe why he/she needs to know how to use career resources.
3. Identify a minimum of two resources which will provide pertinent information related to jobs classified within the occupational cluster/area.
4. Distinguish which resources to utilize to gather specific occupational information.
5. Discuss why occupations are classified and describe at least one classification system.
6. Demonstrate the ability to utilize career resources in order to collect the following information pertaining to at least two jobs in the occupational cluster/area: duties, working conditions, education/training requirements, personal qualifications, wages/salary, employment outlook, and related occupations.

UNIT IV

OBTAINING OCCUPATIONAL INFORMATION

NOTES TO THE INSTRUCTOR

I. Objective Sheet

   A. Discuss the unit objective with the students.

   B. Discuss each specific objective.

   C. Have the students complete the objectives in a sequence best suited to your classroom.

   D. Add any objectives necessary to meet fully the needs of the unit and the students.

II. Information and Activity Sheets

   A. INFORMATION SHEET 1--TERMS AND DEFINITIONS

      1. Discuss terms and definitions.

      2. Have the students complete ACTIVITY SHEET 1--USING TERMS TO MAKE SENTENCES.

   B. INFORMATION SHEET 2--WHAT'S OUT THERE?

      1. Stress the importance of the students' learning how to use career resources.

      2. Further explain the times the students would use each resource.

         a. Because many students are not capable of understanding the concept of the nine-digit occupational code, it is not included in this unit; however, should you have students who have developed higher cognitive reasoning, you may wish to explain it to them.

         b. Use ACTIVITY SHEET 2--NAMING OCCUPATIONS to reinforce the understanding of the applicability of the Index of Occupational Titles.

         c. USE ACTIVITY SHEET 3--THE STANDARD DICTIONARY DOESN'T ALWAYS HELP! to reinforce the students' understanding of the applicability of the Glossary of Technical Terms.

         (NOTE: If possible, enough copies of the Dictionary of Occupational Titles should be provided for each student during the class period for use in Activities 2 and 3; information necessary to order the Dictionary of Occupational Titles is included in the References and Resources section. However, if your school district does not have enough funds allocated to your program to purchase these, the following alternatives should be considered:

(1) If you have only one Dictionary of Occupational Titles, photocopy the information needed to complete the activity sheets; make enough copies for your largest class and use them each class period.

(2) If you have enough Dictionary of Occupational Titles to divide the class into groups of no larger than four, have them complete the activities as a group project.

(3) If you do not have a Dictionary of Occupational Titles nor the funds to purchae one, check your school and/or public libraries.

3. Show examples of resources which use classification systems.

4. Gather other resources that are available that will provide occupational information; allow students to spend at least one-half of a class period becoming familiar with these resources.

5. Use TM-1--WHAT'S AVAILABLE TO HELP YOU . . . to reinforce learning the different resources.

6. Use ACTIVITY SHEET 4--REPORTING OCCUPATIONS to give students application in utilizing career resources.

III. Answers to Activity Sheets

A. Some Activity Sheet answers will vary and should be graded individually.

B. Some Activity Sheets will not have specific answers, but will depend on student participation.

IV. Answers to Unit Test

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

V. Unit Test

A. The test is divided into two parts.

1. Each part covers one Information Sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information on one Information Sheet.

2. Give the entire test upon completion of the unit.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

VI. References and Resources

A. Dictionary of Occupational Titles, Fourth edition, U. S. Department of Labor, 1977.

B. Kimbrell, Grady and Ben S. Vineyard, Succeeding in the World of Work, Encino, CA: Glencoe Publishing Company, 1986.

C. Occupational Outlook Handbook, Bureau of Labor Statistics, Bulletin 2205, 1984-85 edition.

D. Bureau of Labor Statistics' publications may be secured from: Bureau of Labor Statistics, Publications Sales Center, P.O. Box 2145, Chicago, IL 60690.

All orders must be accompanied by a remittance in cash, check, or money order (made payable to Superintendent of Documents).

UNIT IV

OBTAINING OCCUPATIONAL INFORMATION

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

Evaluated to the satisfaction of the instructor

ACTIVITY SHEET 2

Evaluated to the satisfaction of the instructor

ACTIVITY SHEET 3

1. Choker--a noose of wire rope hitched about a log by which logs are skidded over ground
2. Cheese--a yarn package on which many short lengths of yarn have been combined into one continuous strand for more efficient use on machines, such as warpers or twisters
3. Doctor--a scraper blade that removes excess material from a roller or from sheet material that passes through the rollers; also known as a doctor blade
4. Donkey watch--a tour of duty on board ship when at dock to watch over auxiliary engines furnishing steam, light, and power
5. Grizzly--a device consisting of a group of strong iron bars or revolving disks used to size broken rock or coal
6. Jolly--an apparatus similar to a jigger by which plastic clay is formed into pottery, such as cups, urns, and planters; the shaping tool, suspended from cable with pulley and counterweight in upright support, shapes inside of ware
7. Palm--a piece of leather or heavy canvas worn in the palm of the hand to prevent injury as a needle is pushed through heavy material
8. Rapping--the process of removing ore dust that has accumulated on wires in the stack treater to recover the ore
9. Seed--crystallized sugar added to supersaturated corn-sugar solution to hasten formation of corn-sugar crystals
10. Worm--a power driven cutting bead, rotating in such a manner that it moves forward through a pipe, cutting scale, chemical deposits, and other residue from the wall of the pipe

ACTIVITY SHEET 4

Evaluated to the satisfaction of the instructor

ANSWERS TO ACTIVITIES

UNIT IV

OBTAINING OCCUPATIONAL INFORMATION

ANSWERS TO UNIT TEST

PART 1

1. c
2. d
3. e
4. a
5. b

PART 2

A. Evaluated to the satisfaction of the instructor; refer to Information Sheet 2 (Section I.)

B. Any two of the following:

   1. Occupational Outlook Handbook
   2. Dictionary of Occupational Titles
   3. Audiovisuals
   4. Magazines
   5. Printed materials
   6. Business/industry work sites
   7. Professional/trade associations
   8. People currently in the career
   9. Chamber of Commerce
   10. State Employment Commission
   11. Computer information systems

C. 1. Dictionary of Occupational Titles
   2. Occupational Outlook Handbook
   3. Magazines
   4. State Employment Commission
   5. Chambers of Commerce
   6. Business/industry work sites
   7. People currently in the career
   8. Professional/trade associations
   9. Audiovisuals
   10. Printed materials

D. 1. Variations of: Because there are so many occupations in the world of work, those who prepare occupational information classify occupations to assist them in preparing information for the reader or viewer and to assist those consumers who are in the process of asking career decisions.

   2. One of the following:
      a. Career clusters
      b. Career interest areas
      c. Data - people - things relationships
      d. Occupational and/or vocational programs
      e. Personality types

UNIT IV

OBTAINING OCCUPATIONAL INFORMATION

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Audiovisual--teaching materials that make use of both sight and sound

2. Classification--the act of arranging things into classes or groups because of a likeness

3. Employment trend--the general direction of job opportunities

4. Realistic--as it really is

5. Resource--any thing, person, or action to which you turn in time of need

OBTAINING OCCUPATIONAL INFORMATION

ACTIVITY SHEET 1--USING TERMS TO MAKE SENTENCES

Directions: Make five sentences using one of the following terms in each sentence:

Audiovisuals
Resource
Employment trend
Classification
Realistic

1.

2.

3.

4.

5.

UNIT IV

OBTAINING OCCUPATIONAL INFORMATION

INFORMATION SHEET 1--WHAT'S OUT THERE?

I. Why You Need to Know How to Use Career Resources That Are Available

   A. As you become aware of different occupations, you will want to know more about them.

   B. You need to start planning now for the education/training required of the occupation(s) to which you aspire; career resources can provide you with education/training information.

   C. To save both time and effort, you need to know what resources are available and what type of information each career resource will provide.

II. Types of Career Resources

   A. Dictionary of Occupational Titles (D.O.T.)

      1. The Dictionary of Occupational Titles Can Assist You If:

         a. You know a name or title for the occupation but can't find any information using that title.

            (NOTE: Many times, occupations have more than one title. The 1977 edition of the Dictionary of Occupational Titles has an Index of Occupational Titles listed in alphabetical order on pages 965-1165.)

         b. You want to know in which industry or industries an occupation would be used.

         c. You want to know the job description of an occupation.

         d. You want to know the meanings of technical terms commonly used in describing occupations.

            (NOTE: Because the meanings of technical words often differ from common usage as shown in a standard dictionary, a Glossary of Technical Terms is provided in the 1977 edition of the D.O.T. on pages 947-963.)

      2. The D.O.T. lists alternate job titles for occupations.

      3. The D.O.T. lists closely-related occupations.

      4. The D.O.T. describes the work activities of more than 20,000 jobs.

      5. The D.O.T. is published by the Bureau of Labor Statistics, United States Department of Labor.

   B. Occupational Outlook Handbook (O.O.H.)

      1. The Occupational Outlook Handbook can assist you if you want to know:

         a. The nature of work.

   - b. The working conditions.
   - c. The places of employment.
   - d. The education/training requirements and other qualifications.
   - e. The employment outlook.
   - f. Earnings.
   - g. The related occupations.
   - h. Where to obtain additional career information.

2. Approximately 200 occupations are described in the O.O.H.

3. The O.O.H. is published by the Bureau of Labor Statistics, United States Department of Labor.

C. Magazines

1. Use the Reader's Guide to Periodical Literature to locate articles of careers you want to research.

2. The Reader's Guide lists articles alphabetically by subject.

D. Chamber of Commerce--provides information concerning business/industries and job opportunities in cities

E. Business/Industry work sites--provides an opportunity for you to observe and interview workers as they perform their job duties

F. State Employment Commission

1. Offices are located in the county seat of each county in the state.

2. Provides information concerning employment trends in the state and job opportunities within the county

G. People currently in the career--interview workers to obtain realistic occupational information

H. Professional/Trade Associations--provides publications related to education/training requirements and employment opportunities

I. Computer information systems (often located in counselor's office)

J. Printed materials--prepared by commercial companies

EXAMPLE: Occupational Briefs

K. Audiovisuals

III. Classification Systems

A. Because there are so many occupations in the world of work, those who prepare occupational information use various means of classifying "like" occupations.

1. Classifying occupations assists in preparing information for the reader (in the case of printed materials) or the viewer (in the case of audiovisuals).

2. Classifying "like" occupations assists those who are in the process of making career decisions.

EXAMPLE: Robbie has the interest and aptitudes needed to be a successful doctor. As you know, it takes many years to become a doctor. Robbie was upset until she found several careers listed in the health cluster that had job tasks similar to what a doctor would do. Robbie is now working towards a career as an emergency medical technician.

B. Examples of classifications systems

1. Career clusters

a. Agribusiness and Natural Resources

b. Business and Office

c. Communications and Media

d. Construction

e. Consumer and Homemaking

f. Environment

g. Fine Arts and Humanities

h. Health

i. Hospitality and Recreation

j. Manufacturing

k. Marine Science

l. Marketing and Distribution

m. Personal Services

n. Public Services

o. Transportation

2. Career interest areas

a. Artistic

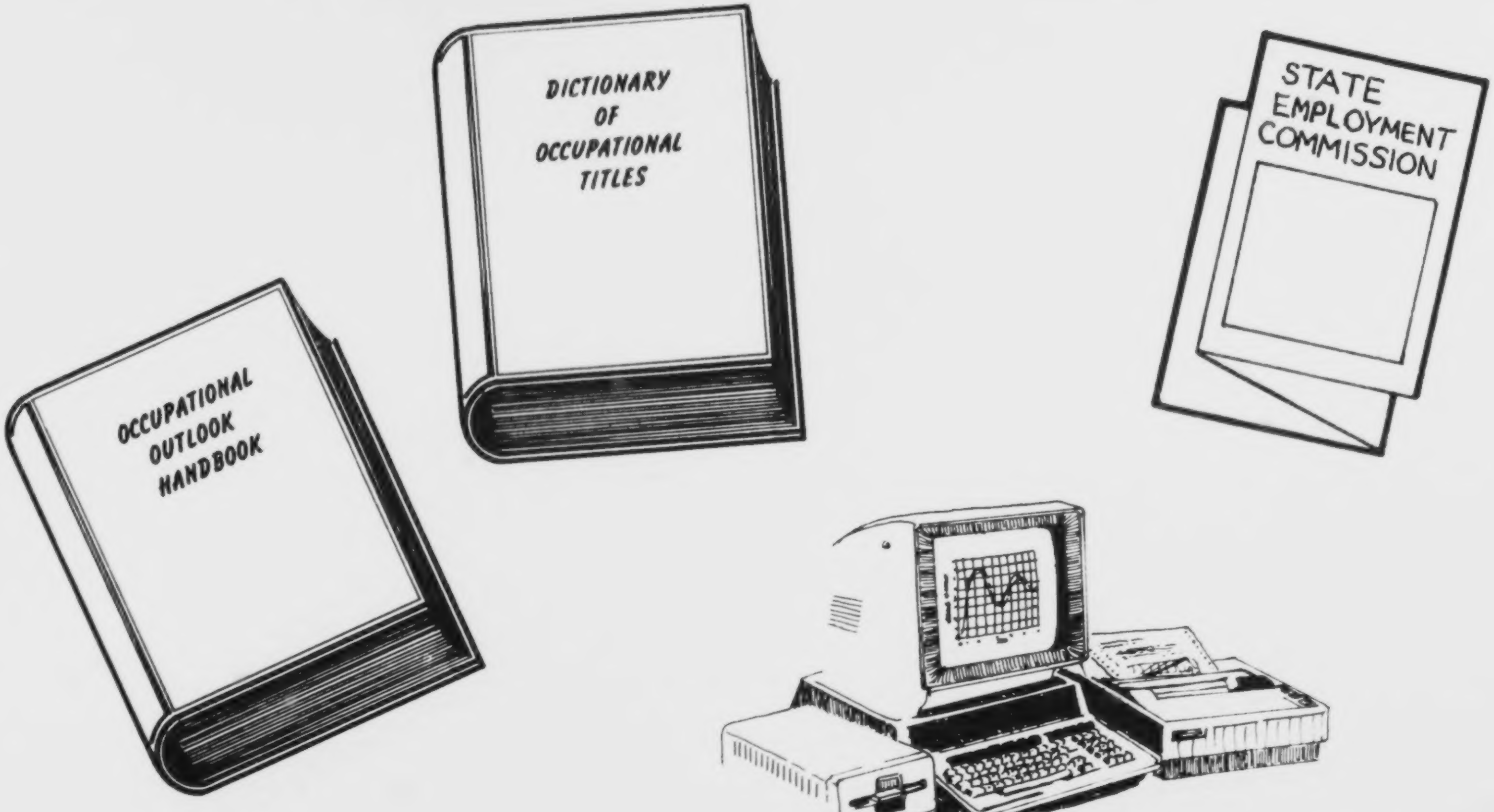
   b. Scientific
   c. Plants and animals
   d. Protective
   e. Mechanical
   f. Industrial
   g. Business detail
   h. Selling
   i. Accommodating
   j. Humanitarian
   k. Leading/Influencing
   l. Physical performing

3. Data-People-Things Relationships--Often referred to as the Dictionary of Occupational Titles (D.O.T.) number
4. Occupational and/or vocational program areas
   a. Agriculture/Agri-Business
   b. Consumer and Homemaking
   c. Health
   d. Marketing and Distribution
   e. Business and Office
   f. Trade and Industrial
   g. Technical
   h. Industrial Arts
5. Personality types
   a. Realistic--concrete and practical activity involving machines, tools, or materials
   b. Investigative--analytical or intellectual activity aimed at problem solving, trouble shooting, or the creation and use of knowledge
   c. Artistic--creative work in the arts, music, writing, performance, sculpture, or other relatively unstructured and intellectual endeavors
   d. Social--work with people in a helpful or facilitative way

e. Enterprising--work with people in a supervisory or persuasive way, in order to achieve some organizational goal

f. Conventional--work with things, numbers, or machines in an orderly way to meet the regular and predictable needs of an organization

WHAT'S AVAILABLE TO HELP YOU IN LOCATING INFORMATION ABOUT OCCUPATIONS


DICTIONARY OF OCCUPATIONAL TITLES
STATE EMPLOYMENT COMMISSION
OCCUPATIONAL OUTLOOK HANDBOOK

UNIT IV

OBTAINING OCCUPATIONAL INFORMATION

ACTIVITY SHEET 2--NAMING OCCUPATIONS

Directions: Use the Index of Occupational Titles found on pages 965-1156 of the Dictionary of Occupational Titles to assist you in naming five occupations that begin with the following letters:

A 1. 2. 3. 4. 5.	**B** 1. 2. 3. 4. 5.	**C** 1. 2. 3. 4. 5.	**D** 1. 2. 3. 4. 5.	**E** 1. 2. 3. 4. 5.
F 1. 2. 3. 4. 5.	**G** 1. 2. 3. 4. 5.	**H** 1. 2. 3. 4. 5.	**I** 1. 2. 3. 4. 5.	**J** 1. 2. 3. 4. 5.
K 1. 2. 3. 4. 5.	**L** 1. 2. 3. 4. 5.	**M** 1. 2. 3. 4. 5.	**N** 1. 2. 3. 4. 5.	**O** 1. 2. 3. 4. 5.
P 1. 2. 3. 4. 5.	**Q** 1. 2. 3. 4. 5.	**R** 1. 2. 3. 4. 5.	**S** 1. 2. 3. 4. 5.	**T** 1. 2. 3. 4. 5.
U 1. 2. 3. 4. 5.	**V** 1. 2. 3. 4. 5.	**W** 1. 2. 3. 4. 5.	**X** 1. 2. 3. 4. 5.	**Y** 1. 2. 3. 4. 5. **Z** 1. 2. 3. 4. 5.

ACTIVITY

UNIT IV

OBTAINING OCCUPATIONAL INFORMATION

ACTIVITY SHEET 3--THE STANDARD DICTIONARY DOESN'T ALWAYS HELP!

Directions: When using career resources to locate information about occupations of interest, you often will find words that you do not know. If you use a standard dictionary to find out what the definitions of the words are, you will find that, many times, the definitions do not make sense. Use the Glossary of Technical Terms in the Dictionary of Occupational Titles to find the definitions of the following words:

1. Choker -

2. Cheese -

3. Doctor -

4. Donkey Watch -

ACTIVITY

5. Grizzly -

6. Jolly -

7. Palm -

8. Rapping -

9. Seed -

10. Worm -

UNIT IV

OBTAINING OCCUPATIONAL INFORMATION

ACTIVITY SHEET 4--OCCUPATIONAL REPORTS

Directions: Use available resources to obtain occupational information about one occupation classified in this cluster/area. Prepare one report using the following outline as a guide:

I. Name of Occupation

II. Duties

III. Working Conditions

IV. Education/Training Required

V. Personal Qualifications Needed

VI. Wages/Salary

VII. Employment Outlook

VIII. Related Occupations

ACTIVITY

In your report, include the title/names of the resources you used to obtain the information.

UNIT IV

OBTAINING OCCUPATIONAL INFORMATION

UNIT TEST--PART 1

Match the following terms to their definitions by placing the correct letter in the blank at the left.

____ 1. Resource

____ 2. Audiovisual

____ 3. Classification

____ 4. Realistic

____ 5. Employment trend

a. as it really is

b. the general direction of job opportunities

c. any thing, person, or action to which you turn in time of need

d. teaching materials that make use of both sight and sound

e. the act of arranging things into classes or groups because of likeness

UNIT IV

OBTAINING OCCUPATIONAL INFORMATION

UNIT TEST--PART 2

A. Explain, in your own words, why you need to know how to use career resources:

B. Name two resources which will provide you with occupational information.

1.

2.

C. Fill in the blanks by using the words listed below to complete the following sentences:

(NOTE: Each term will be used once.)

Occupational Outlook Handbook
Dictionary of Occupational Titles
Magazines
Business/Industry worksites
Professional/Trade association

People currently in the career
Chambers of commerce
State Employment Commission
Audiovisuals
Printed materials

1. If you know a name or title of an occupation but you can't locate any information using that name or title, you would first use the ____________________ to locate the occupation's number and then see if there are other titles mentioned as alternate occupations.

2. If you want to know the results of the U.S. Department of Labor's research on the outlook of a particular career, you would use the ________________.

3. ________________ can provide you with articles related to careers.

4. ________________ provide information concerning employment trends in the state and job opportunities within the county.

5. ________________ provide information concerning businesses, industries, and job opportunities in a city.

6. If you wanted to observe and interview workers as they perform their job duties, you would visit ____________________.

7. If you wanted to obtain realistic occupational information, you would interview ________________.

8. ________________________ provide publications related to education-training requirements and employment opportunities of a particular trade or profession.

9. If you wanted to use teaching materials that both provided you with sight and sound occupational information, you would use ______________________.

10. ______________________, such as occupational briefs, provide you with occupational information.

D. 1. In your own words, describe why occupations are often classified into groups.

2. Name one example of a classification system.

SAFETY

INTRODUCTION

Because most instructors prefer to deliver instruction associated with safety procedures related to specific equipment and tools used in their occupational area at the time tools and equipment are discussed, this section provides a unit of instruction in the general principles of safety, rather than specific safety procedures by occupational area. Instructional materials which contain information related to your specific occupational area can be secured from the curriculum laboratory which develops and disseminates curriculum materials for your program. Of course, if tools and/or equipment are used in your program, but are not covered in your curriculum guide, for the safety of your students and your personal liability, information and instruction in using them safely should be provided to students.

Information concerning instructor liability, education classes, forms which may be reproduced for use in your program, and a listing of safety materials resources are included as an appendix to this section.

UNIT V

SAFETY

UNIT OBJECTIVE

After completing this unit, the student will be able to demonstrate the attainment of concepts and skills associated with safe working practices. Mastery will be evidenced by demonstration and by satisfactorily completing the unit test.

SPECIFIC OBJECTIVES

In completing this unit, the student will:

1. Define terms associated with safe working practices.
2. Explain the importance of learning and applying safe working practices both in the classroom and on the job.
3. Discuss the Occupational Safety and Health Act of 1970, the Occupational Safety and Health Administration, and the National Institute for Occupational Safety and Health.
4. List the responsibilities and rights of employers and employees in maintaining safety standards.
5. Identify potential causes of accidents.
6. Identify those general safe working practices to employ both in the laboratory and on the job.
7. Use the safety color code to match colors to their appropriate designations.
8. Associate correct procedures with fire safety.
9. Describe correct first aid treatment procedures for emergency situations in the classroom, home, work place, and the community.

UNIT V

SAFETY

NOTES TO THE INSTRUCTOR

I. Objective Sheet

A. Discuss the unit objective with the students.

B. Discuss each specific objective.

C. Have the students complete the objectives in a sequence best suited to your classroom.

D. Add any objectives necessary to meet fully the needs of the unit and the students.

II. Information and Activity Sheets

A. INFORMATION SHEET 1--TERMS AND DEFINITIONS

(NOTE: To establish relevancy of the importance of the information contained in this unit of instruction, many instructors begin the lesson with a personal account of an injury which has occurred in the laboratory or use an audiovisual aid which depicts the consequences of not following safety rules.)

1. Discuss terms and definitions.

2. Have the students complete ACTIVITY SHEET 1--UNSCRAMBLING SAFETY TERMS to reinforce comprehension of this information.

B. INFORMATION SHEET 2--GENERAL SAFETY CONCEPTS AND SKILLS

1. Discuss and stress the information contained in Sections I and II.

2. Have students complete ACTIVITY SHEET 2--OTHERS TELL IT LIKE IT IS as a homework assignment.

3. Discuss Section III.

4. Have students complete ACTIVITY SHEET 3--OSHA/NIOSH.

5. Discuss Section IV--If possible, invite a local employer to speak to your class concerning employer responsibilities/rights.

6. Discuss Section V--If possible, allow students to visit a local place of business.

a. Have students look for potential accidents while the tour is being conducted.

b. Upon returning to the class, allow class time for the students to discuss their findings.

7. Stress the importance of following the general safety rules.
    a. Use TMs-1-4 to reinforce this information.
    b. Have students complete ACTIVITY SHEET 4--SOMETIMES A PICTURE IS WORTH A THOUSAND WORDS to reinforce this area of instruction. Provide students with materials needed to complete this activity.
    c. To reinforce the importance of students' making you aware of potential hazards, have them complete ACTIVITY SHEET 5--WHAT WOULD YOU DO?
8. If appropriate, as you discuss Section VII point out designated colors in the laboratory.
    a. Stress the fact that visual awareness and comprehension allow a worker to recognize safety precautions much more quickly than reading a posted warning.
    b. Have students complete ACTIVITY SHEET 6--THE SAFETY COLOR CODE to reinforce this area of instruction.

C. INFORMATION SHEET 3--FIRE SAFETY

1. Invite a representative of your local fire department to speak to your class concerning fire safety.
2. Discuss the types of fires and the types of fire extinguishers and their characteristics.
    a. Use TM 5 to reinforce instruction.
    b. Have students complete ACTIVITY SHEET 7--HOW DO YOU GET OUT OF HERE?

       (NOTE: Stress the proper procedure to use in leaving your classroom/laboratory and the action to be taken if a fire starts while they are in your class.)
    c. Have students complete ACTIVITY SHEET 8--IT'S A TOUGH JOB BUT SOMEBODY HAS TO DO IT!; allow students to refer to the information sheet.
    d. Have students complete ACTIVITY SHEET 9--CAN YOU HELP A FRIEND IN NEED?

D. INFORMATION SHEET 4--FIRST AID PROCEDURES

1. Discuss and stress the proper first aid procedures should an accident occur in your classroom/laboratory. Add any instructions unique to your program.
2. Discuss general first aid procedures.
    a. Stress that the first thing to do is seek medical assistance.

b. If possible, invite a member of your community who has received first aid training to your class to demonstrate proper first aid.

c. Reinforce the fact that it takes many hours of training to be skilled in providing first aid.

d. Have students complete ACTIVITY SHEET 10--IF AN ACCIDENT OCCURS, WOULD YOU KNOW WHAT TO DO?

III. Answers to Activity Sheets

A. Some Activity Sheet answers will vary and should be graded individually.

B. Some Activity Sheets will not have specific answers but will depend on student participation.

IV. Answers to Unit Test

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

V. Unit Test

1. Each part covers one Information Sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information on one Information Sheet.

2. Give the entire test upon completion of the unit.

3. Give one or several parts of the test as an additional assignment or to reinforce problem area of learning.

VI. References

A. Division of Occupational Safety. Occupational Safety and Health Standards. Austin: Texas State Department of Health, n.d.

B. Graphic Arts I: Orientation, Composition and Paste-up. Stillwater, OK: Mid-America Vocational Curriculum Consortium, Inc., 1981.

C. Kigen, Denis J. Teacher Liability in School-Shop Accidents. Ann Arbor, MI: Prakken Publications, Inc., 1983.

D. Safety Guide for Industrial Education. New Mexico Department of Education, Industrial Education Division. Printed by Occupational Curriculum Laboratory, Commerce, Texas 75428.

E. Shop Safety. Elmore, AL: Rehabilitation Research Foundation, 1966.

F. Thomas, John C. Safety in Trade and Industrial and Technical Education. Lexington, KY: Curriculum Development Center, University of Kentucky, 1974.

UNIT V

SAFETY

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

1. citation
2. safety
3. ventilation
4. accident
5. combustible
6. first aid
7. emergency
8. cardiopulmonary resuscitation
9. unconscious
10. hazard

ACTIVITY SHEETS 2-4

Evaluated to the satisfaction of the instructor

ACTIVITY SHEET 5

Variations of: notifying the instructor. The action taken relates to the rule which states, "If you are unsure about anything, ask for assistance from your instructor, and report any other student's needing assistance to your instructor."

ACTIVITY SHEET 6

1. d
2. b
3. d
4. a
5. c
6. d

ACTIVITY SHEET 7

Evaluated to the satisfaction of the instructor

ACTIVITY SHEET 8

Class A
Class B
Class C
    1. d
    2. e
    3. e

ACTIVITY SHEET 9

1. Apply cold water
2. Apply cold water and sterile gauze
3. Immediately seek medical assistance

ACTIVITY SHEET 10

1. Immediately notify the instructor
2. Immediately seek medical assistance
3. a. No
    b. Apply direct pressure to the wound to control bleeding
    c. No
    d. Immediately begin the CPR process

UNIT V

SAFETY

ANSWERS TO UNIT TEST

PART 1

1. e
2. d
3. a
4. g
5. f
6. h
7. b
8. i
9. j
10. c

PART 2

A. Evaluated to the satisfaction of the instructor; refer to Information Sheet 2 (Section I).

B. 1. b
2. d
3. f
4. c
5 e
6. a
7. g
8. h
9. i

C. 1. x
2. x
3. x
4.
5.
6.
7. x
8. x
9. x
10.
11.
12. x

D. 1. F
2. F
3. T
4. T
5. F
6. F
7. F
8. F
9. T
10. T

E. 1. e
2. f
3. c
4. a
5. b
6. d

ANSWERS TO TEST

PART 3

A. 1. T
2. F
3. F
4. T
5. T
6. T
7. T
8. T
9. T
10. T

B. 1. B
2. A
3. C

C. 1. A, B
2. B, C
3. B, C
4. A
5. A, B, C

D. 1. Charred or seared; get immediate medical help

2. Blistered; apply cold water and sterile gauze

3. Reddened; apply cold water

PART 4

1. T
2. F
3. T
4. F
5. F
6. F
7. T
8. T
9. F
10. T

UNIT V

SAFETY

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Accident--an unplanned event which could cause an injury
2. Cardiopulmonary resuscitation--a process designed to restore normal breathing after the heart stops; combination of pushing air into lungs and exerting pressure on the chest
3. Citation--an order to come to a law court
4. Combustible--that which catches fire and burns easily
5. Emergency--a sudden happening that needs attention or action right away
6. First aid--the help given to an injured or sick person while waiting for medical assistance
7. Hazard--something dangerous
8. Safety--the condition of being safe; free from danger or harm
9. Unconscious--not able to feel or think
10. Ventilation--the condition of fresh air moving into or through an enclosed area

UNIT V

SAFETY

ACTIVITY SHEET 1--UNSCRAMBLING SAFETY TERMS

Unscramble the following terms. The definitions are provided to give you clues.

1. An order to come to a law court
   tticaion ____________
2. The condition of being safe; free from danger or harm
   feasyt ____________
3. The condition of fresh air moving into or through an enclosed area
   netivalonit ____________
4. An unplanned event which could cause an injury
   cidcanet ____________
5. That which catches fire and burns easily
   mbocstuileb ____________
6. The help given to an injured or sick person while waiting for medical assistance
   isrft dia ____________ ____________
7. A sudden happening that needs attention or action right away
   remeengcy ____________
8. A process designed to restore normal breathing after the heart stops
   iopdrcalmouanyr ssuericattnoi ____________ ____________
9. Not able to feel or think
   ncnouscouis ____________
10. Something dangerous
    zaardh ____________

UNIT V

SAFETY

INFORMATION SHEET 2--GENERAL SAFETY CONCEPTS AND SKILLS

I. Why Learning About Safe Working Practices is Important Both in the Classroom and on the Job

  A. In any classroom, especially in a laboratory where tools and equipment are used, the chances of an accident occurring are high if the proper safe working practices are not demonstrated by everyone.

  B. A high emphasis is placed on safety in this program, but once someone actually begins work, oftentimes the employer takes for granted the employees' awareness of safety procedures. Learn before it is too late!

  C. Students and employees have been injured, and some have lost their lives simply because they did not follow the rules of safety.

  D. Accidents can be prevented both in the classroom and in the work place.

II. A Proper Attitude Toward Safety is a Must!

  A. Respect safety--do not take for granted that it will not happen to you. That is what others have thought.

  B. At all times, be on guard for possible hazards.

III. The United States Government Places a Strong Emphasis on Safe Working Conditions For All Workers

  A. Occupational Safety and Health Act

    1. Passed in 1970

    2. Guarantees safe working conditions for all workers

    3. Provides new and/or improved safety and health standards and programs

    4. Created the Occupational Safety and Health Administration (OSHA)

      a. Develops and enforces mandatory job safety and health standards and programs

      b. Evaluates job-related injuries and illness reports made by employers

      c. Establishes employer and employee responsibilities

      d. Issues citations to employers for:

        (1) Failing to report an accident or death

        (2) Not maintaining records

(3) Failing to repair or maintain tools and equipment in a safe manner

(4) Failing to post OSHA standards

(5) Giving false information to employees and to OSHA representatives

(6) Failing to post a notice of an unsafe or dangerous area

(NOTE: If citations are given, often penalties in the form of fines are given to the employer.)

B. National Institute for Occupational Safety and Health (NIOSH)

1. Established by the Occupational Health and Safety Act of 1970

2. An agency of the Department of Human Services

3. Duties of NIOSH

a. Conduct research of safety problems

b. Provide assistance to OSHA

c. Publish safety materials

d. Inspect work places and request medical examinations in order to gain information on working conditions

(NOTE: NIOSH works closely with OSHA to try to ensure a safe working environment for all workers.)

IV. Responsibilities and Rights of Employers and Employees

A. Employer's responsibilities

1. Inform employees of their rights under the Occupational Safety and Health Act

2. Remove or guard all hazards

3. Use color codes, posters, or signs to warn of hazards

4. Comply with OSHA standards

5. Require employees to use personal protective equipment

6. Provide safe tools and equipment

7. Refrain from discrimination of employees who use their rights

8. Post OSHA citations at the work place

9. Keep accurate and detailed records and reports

B. Employer's rights

   1. To be shown proper identification by OSHA inspectors
   2. To be told the reason for an inspection
   3. To be present during inspections and discussions
   4. To help set safety and health standards
   5. To require employees to follow safety rules

C. Employee's responsibilities

   1. Read OSHA posters at the work site
   2. Follow safety instructions
   3. Question things that are not understood
   4. Use employee rights properly
   5. Recognize hazards and remove or avoid them
   6. Take safety seriously
   7. Report all accidents promptly

D. Employee's rights

   1. To request a safety inspection
   2. To see that the employer corrects unsafe conditions
   3. To expect the employer to be concerned about the safety of the employees

V. Cause of Accidents

   A. Horseplay
   B. Inadequate lighting
   C. Undesirable location of equipment
   D. Low ceilings
   E. Unguarded belts, gears, pulleys, blades, cutters, etc.
   F. Failure to allow for adequate safety zones around equipment
   G. Improper type and location of switches
   H. Poorly located, constructed, and maintained storage
   I. Waste materials, stock supplies, or liquids on the floor

J. Improperly maintained tools and equipment

K. Improper use of tools and equipment

L. Inadequately ventilated work areas

M. Failure to use proper protection equipment

EXAMPLE: Safety glasses

N. Failure to adhere to personal grooming standards as related to the operation of equipment and/or the use of tools

EXAMPLES: Loose clothing; dangling jewelry; long, loose hair

VI. General Safety Rules

A. Secure approval from your instructor for all work that you plan to do.

B. If you are unsure about anything, ask for assistance from your instructor. Report any other student's needing assistance to the instructor.

C. Report all injuries to your instructor, regardless of how slight they may be.

D. Wear proper eye protection as required by Texas law.

E. There should be absolutely no horseplay or running in the laboratory or class area.

F. Wear appropriate clothing; it should be loose fitting. Roll up sleeves; remove all rings, watches, necklaces, and other jewelry.

G. Wear protective clothing where necessary, and launder it periodically to keep clean.

H. Keep hair away from moving parts. Extremely long hair is a safety hazard--it should be tied back.

I. Use traffic lanes, staying clear of safety zones unless you are the one operating equipment.

J. Be careful in handling and storing materials; get help with long or heavy materials.

K. Keep your work station and equipment clean.

L. Return all tools to their proper place, and secure all equipment for the next operation.

M. Report to your instructor any equipment and tools that do not function properly or show need of maintenance.

N. Be alert in making others aware of safety hazards and improper procedures.

O. Do not allow chips, scraps, and other litter to accumulate on the floor.

P. Wipe up spilled liquids immediately to help prevent falls.

Q. Keep cabinet doors and drawers closed.

R. Place oily rags and other combustible materials in fireproof metal containers.

S. Operate equipment and use tools only after you fully understand how to do so and have been given permission by your instructor.

T. Use tools and equipment only for the purpose for which they are intended.

U. Do not sit or lean on tables.

V. Develop a receptive attitude toward safety.

W. Learn procedures to follow in case of fire or accidents.

X. Follow all instructions and rules.

VII. Safety Color Code

A. Yellow designates:

1. Caution

2. Physical hazards

EXAMPLES: Stumbling, falling, striking against

B. Red designates:

1. Fire alarm boxes

2. Fire blankets

3. Fire buckets or pails

4. Fire extinguishers

5. Fire hose locations

C. Orange designates:

1. Dangerous parts of machines which may cut, crush, shock, or otherwise injure the operator

2. Hazards when enclosure doors are open or when gear belts or other guards around moving equipment are opened or removed

D. Green designates:

1. Safety

2. Location of first aid equipment

E. Blue designates caution and/or warning against the equipment being:

   1. Started

   2. Used

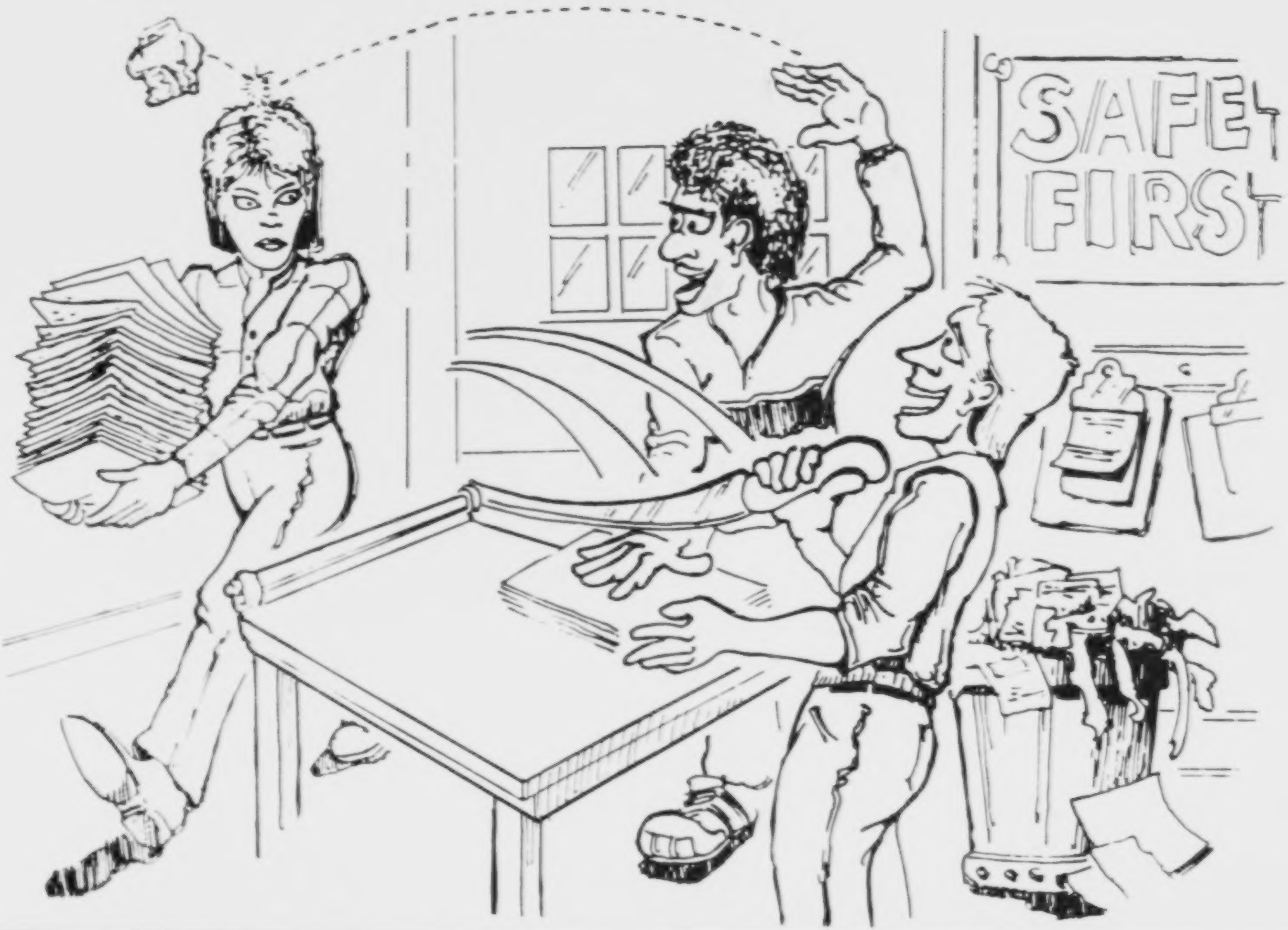
   3. Moved while in the process of being repaired

F. Black, white, or combination of black and white designates:

   1. Traffic markings

   2. Housekeeping markings

AVOID HORSEPLAY



TM-1

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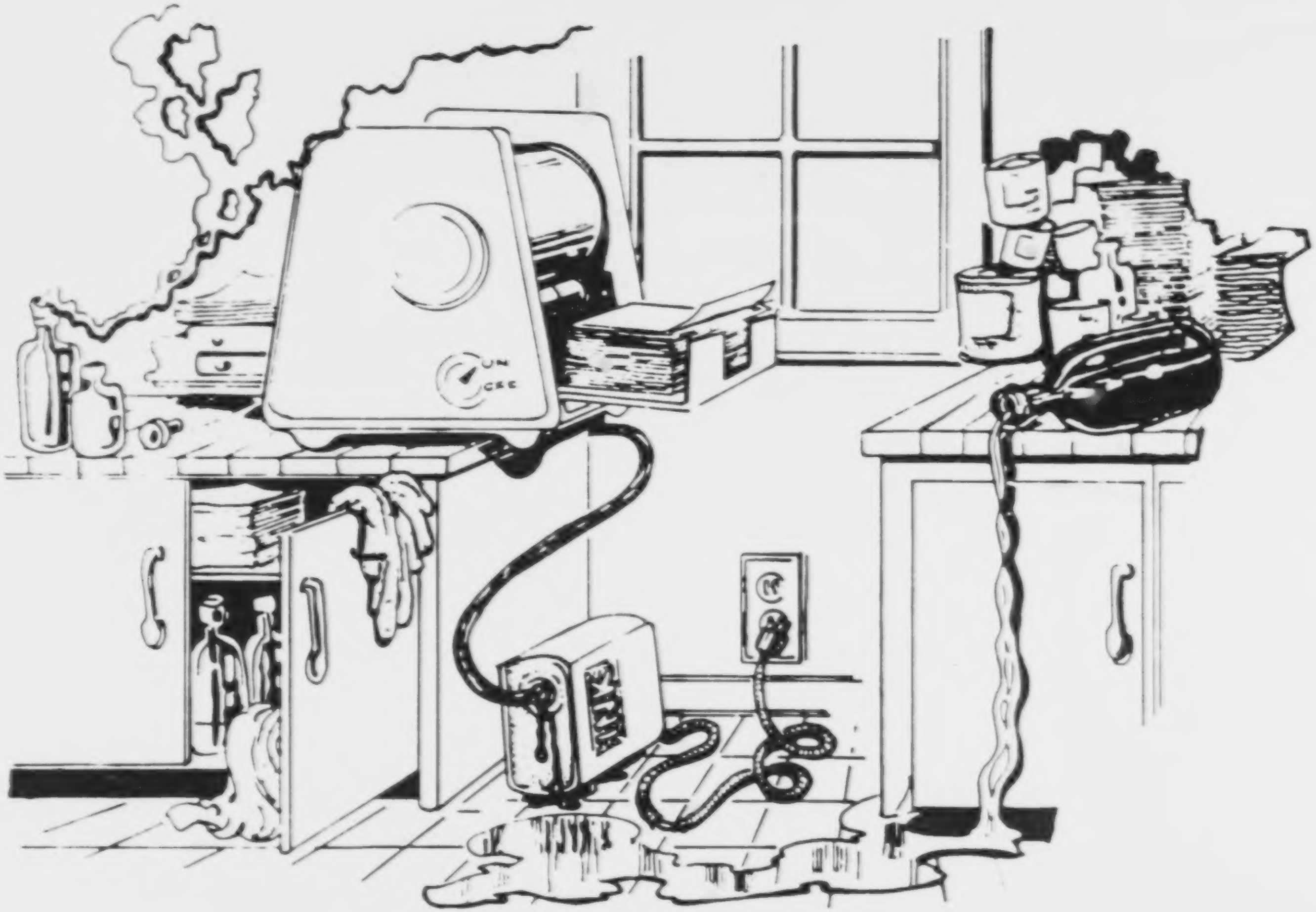
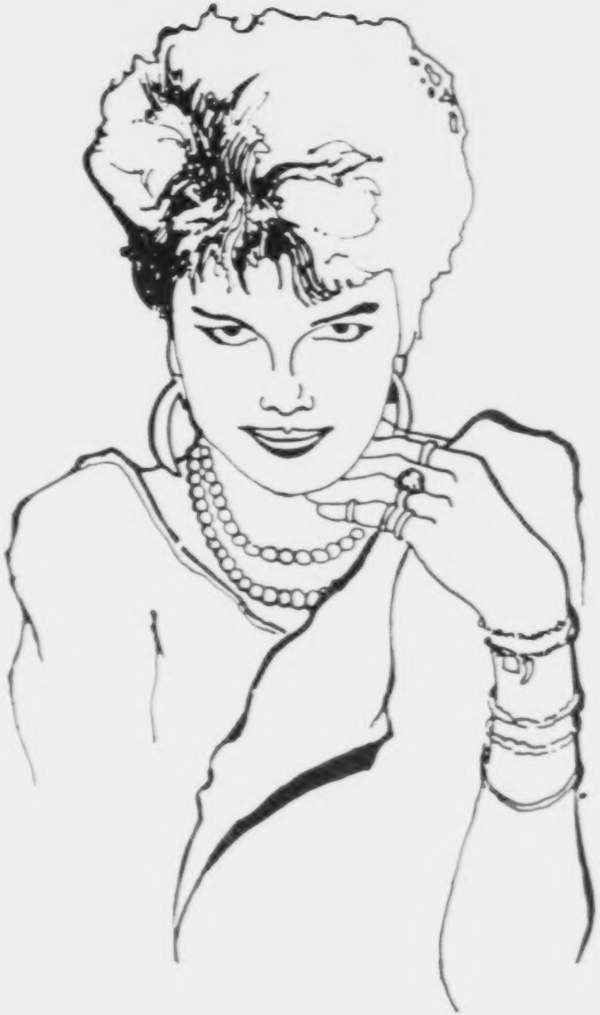
LEARN TO RECOGNIZE UNSAFE CONDITIONS

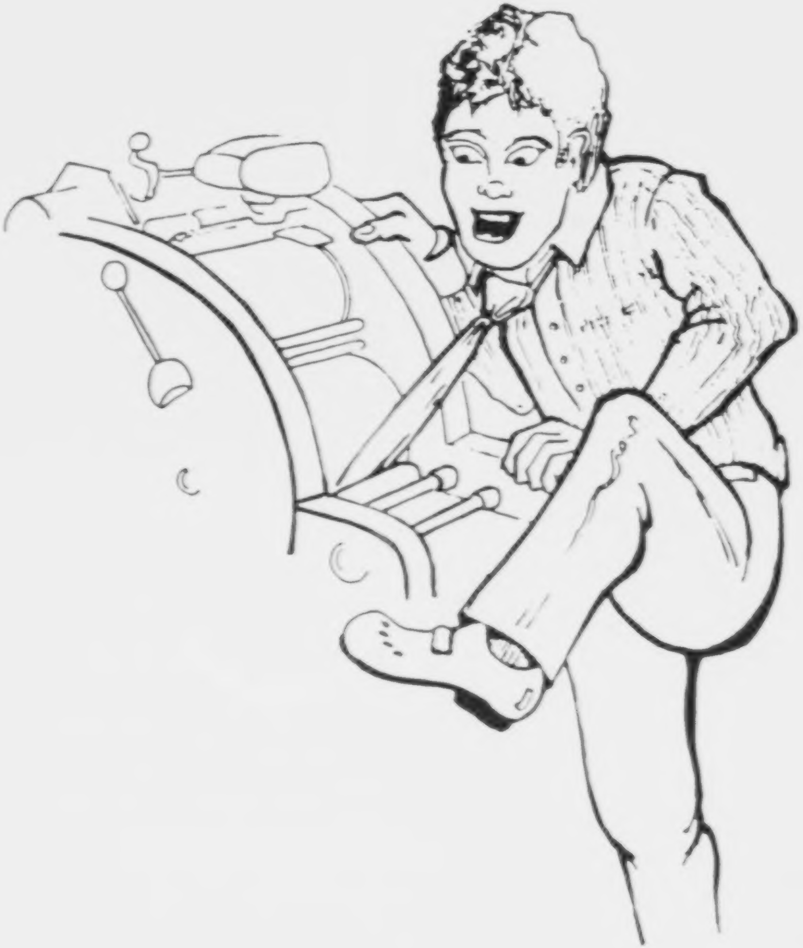


TM-2

287

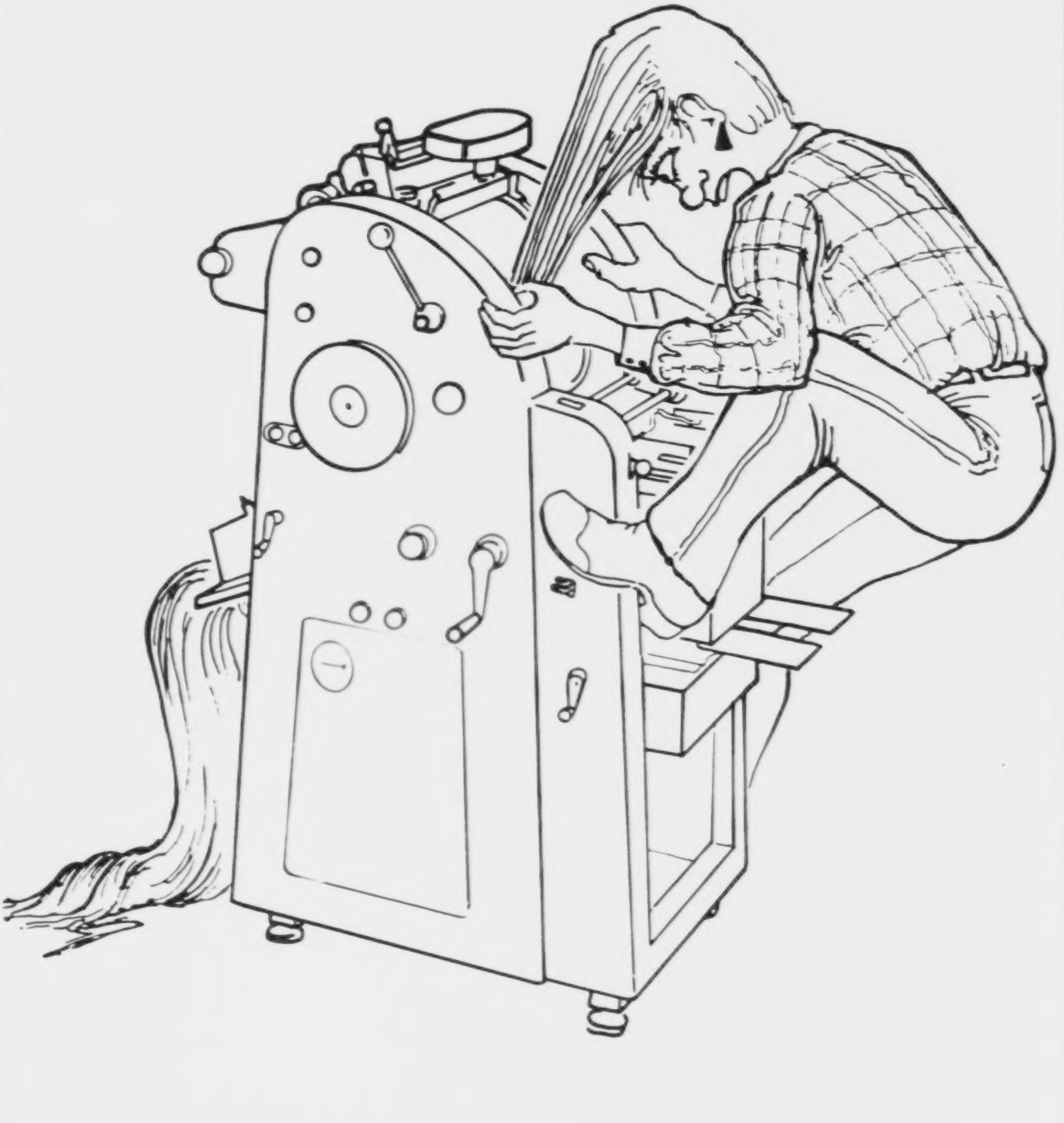
REMOVE UNSAFE JEWELRY AND CLOTHING





TM-3

REMEMBER TO KEEP LONG HAIR TIED BACK



TM-4

SAFETY

ACTIVITY SHEET 2--OTHERS TELL IT LIKE IT IS

Directions: Choose one person (a parent, relative, neighbor, teacher, etc.). Interview this person to find if he/she has observed someone who has had an accident--preferably job-related. Ask the following questions, and be prepared to share the information you gain with the class.

1. Describe the accident which occurred.

2. Describe the injury.

3. Could the accident have been prevented? .If so, describe how.

UNIT V

SAFETY

ACTIVITY SHEET 3--OSHA/NIOSH

Directions: Invite a representative from OSHA and/or NIOSH to speak to your class concerning his/her role in ensuring safe working conditions for employees.

THE FOLLOWING ARE SUGGESTED ACTIVITIES TO USE FOLLOWING THE VISITATION:

1. Have students write paragraphs describing what the working conditions might be like without the Occupational Safety and Health Administration (OSHA).

2. Have students debate the United States Government's regulation of safety standards in the work place.

UNIT V

SAFETY

ACTIVITY SHEET 4--SOMETIMES A PICTURE IS WORTH A THOUSAND WORDS

Directions: The Occupational Safety and Health Administration (OSHA) prepares posters which must be displayed by employers and observed by employees. Pretend you have been hired by your regional OSHA office to prepare posters to be displayed by employers in your region. Select one of the general safety rules mentioned in Information Sheet 2 and make a poster.

UNIT V

SAFETY

ACTIVITY SHEET 5--WHAT WOULD YOU DO?

John is a new student in your school. You know how it is--John's had a rough time trying to make friends and really feeling like he is a part of your class. John even went as far as telling your instructor that he took prevocational education at the school from which he came and that he already knows how to operate all the equipment and how to use the tools.

Yesterday, you noticed that John watched everyone else before he attempted to use one of the machines, and then, he almost lost a finger. John, however, puts on a good show when your instructor is around--he pretends that he is adjusting parts or stops what he is doing to tell the instructor something he did in his prevocational class. You are afraid that John is going to get hurt or cause someone else to get hurt. Describe below what you would do. State the rule which your action would follow.

UNIT V

SAFETY

ACTIVITY SHEET 6--THE SAFETY COLOR CODE

Directions: The Safety Color Code is used to assist us in recognizing potential dangers quickly. Review the section of Information Sheet 2 which deals with the safety color code. Answer the following questions as quickly as possible by circling the correct letter.

1. Yellow designates:

   a. fire

   b. safety

   c. dangerous parts of a machine

   d. caution

2. Red designates:

   a. safety

   b. fire

   c. traffic markings

   d. dangerous parts of a machine

3. Orange designates:

   a. safety

   b. caution against moving equipment while being repaired

   c. fire extinguishers

   d. dangerous parts of machines

4. Green designates:

   a. safety

   b. caution

   c. traffic markings

   d. physical hazards

5. Blue designates:

   a. location of first aid equipment

   b. safety

   c. caution against the equipment being used

   d. fire

6. Black, white, or combination of the two designates:

   a. safety

   b. fire hose locations

   c. physical hazards

   d. traffic markings

UNIT V

SAFETY

INFORMATION SHEET 3--FIRE SAFETY

I. General Rules

  A. *Practice fire prevention.*

  B. Find out what material is burning when a fire starts.

  C. Report a fire quickly.

  D. Know how to use a fire extinguisher.

  (WARNING: DO NOT play with firefighting equipment because it may not work when you need it.)

  E. Know the types of extinguishers.

  (WARNING: Using the wrong type of extinguisher on a fire is dangerous.)

  F. Know the location of the fire alarm or notify the office.

  G. Know how to treat burns.

  H. Keep a clean classroom with flammables stored properly.

  I. Know the location of the nearest fire extinguisher.

  J. Know the correct way to leave a building in case of fire.

  (NOTE: If there is not a plan on how to leave the building in case of fire posted by the door, ask your instructor for instructions.)

II. Types of Fires

  A. Class A--ordinary combustibles, such as wood, paper, or cloth

  B. Class B--flammable liquids or grease, such as gasoline, paints, or oils

  C. Class C--electrical equipment, such as motors and switches

III. Types of Fire Exinguishers and Their Characteristics

  A. Multi-purpose dry chemical

    1. Selected dry chemicals under pressure

    2. Can be used safely on all classes of fires

  B. Ordinary dry chemical

    1. Selected dry chemicals under pressure

    2. Used only for Class B and Class C fires

C. Foam
  1. A solution of aluminum sulfate
  2. Used for Class A and Class B fires

D. Carbon dioxide
  1. Carbon dioxide gas under pressure
  2. Used for Class B and Class C fires

E. Soda acid
  1. Bicarbonate of soda and sulphuric acid
  2. Can be safely used only on Class A fires

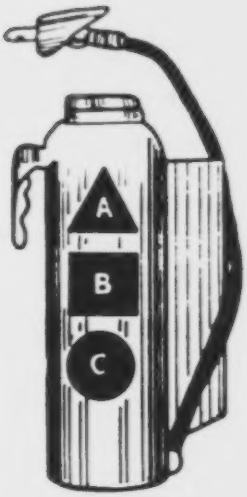
IV. Types of Burns

A. First degree
  1. Skin is red.
  2. Apply cold water to burned area.

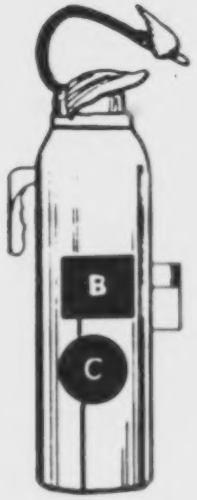
B. Second degree
  1. Skin is blistered.
  2. Apply cold water and sterile gauze to burned area.

C. Third degree
  1. Skin is charred or seared.
  2. Immediately seek medical assistance.

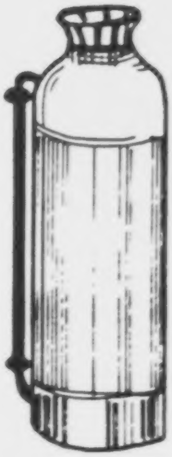
TYPES OF FIRE EXTINGUISHERS



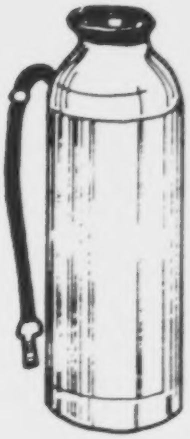
MULTI-PURPOSE DRY CHEMICAL



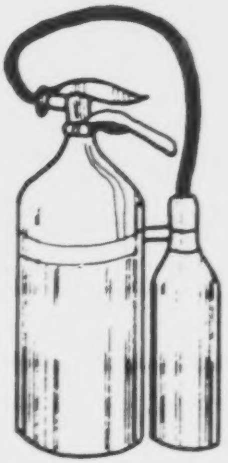
ORDINARY DRY CHEMICAL



SODA ACID



FOAM



CARBON DIOXIDE

UNIT V

SAFETY

ACTIVITY SHEET 7--HOW DO YOU GET OUT OF HERE?

Directions: Describe the correct procedure to leave this building in case of fire. You may want to sketch the escape route.

UNIT V

SAFETY

ACTIVITY SHEET 8--IT'S A TOUGH JOB, BUT SOMEBODY HAS TO DO IT!

Directions: Congratulations! You have been hired by your local fire department as a dispatcher--and none too soon. When you enter your office, you find you have three incoming calls. Of course, you are well aware of the firefighter's jargon, so when the first caller, an accountant, tells you that a stack of papers is on fire in her office, you know the fire would be classified as Class _____. The second call is from the gas station down the street. It seems that someone threw a cigarette down near the gas pumps. Gasoline that has been spilled onto the pavement has been ignited. This would be a Class _____ fire. The third call is from the high school principal. When the janitor turned the lights on in the auditorium, sparks flew everywhere, and a small fire is ablaze in the switch. This would be a Class ____ fire.

What type of fire extinguishers would you recommend to the callers? Circle the letter of the correct answers.

1. What type(s) of extinguishers could the accountant use?

    a. Multi-purpose
    b. Foam
    c. Soda acid
    d. All of the above
    e. None of the above

2. What type(s) of extinguishers could the gasoline attendant use?

    a. Multi-purpose
    b. Foam
    c. Ordinary dry chemical
    d. Carbon dioxide
    e. All of the above

3. What type(s) of extinguishers could the principal use?

    a. Multi-purpose dry chemical
    b. Foam
    c. Carbon dioxide
    d. Ordinary dry chemical
    e. a, c, and d

SAFETY

ACTIVITY SHEET 9--CAN YOU HELP A FRIEND IN NEED?

1. A fellow student has been burned; her skin is red. What would you do?

2. A friend has been burned; his skin is blistered. What would you do?

3. A friend has been burned; his skin looks as if it is charred. What would you do?

SAFETY

INFORMATION SHEET 4--FIRST AID PROCEDURES

I. General First Aid Procedures for the Classroom/Laboratory

   A. If an accident occurs in the laboratory, report it immediately to the instructor no matter how serious.

   B. Stay calm.

   C. If asked, assist the instructor in obtaining first aid supplies, notifying the school principal, etc.

   D. Do not hover over the injured person.

II. General First Aid Procedures

   A. Immediately seek medical assistance.

   B. Until they arrive:

      1. Keep the injured person lying down.

      2. Do not attempt to give liquids to nor move the unconscious.

      3. Control bleeding by pressing the wound.

      4. If you have received cardiopulmonary resuscitation (CPR) training and the injured person is not breathing and shows no sign of a pulse, immediately begin the CPR process.

      5. Keep victims of heart attacks quiet and calm.

      6. Do not move someone you suspect has broken bones.

      7. If someone has fainted, keep his/her head lower than the heart.

      8. Cover eye injuries with gauze pads.

   C. By no means assume that because you are aware of these general principles, you qualify as an expert in first aid.

      1. It takes many hours of training to be skilled in providing first aid.

      2. If possible, always seek the assistance of someone who has had first aid training.

UNIT V

SAFETY

ACTIVITY SHEET 10--IF AN ACCIDENT OCCURS, WOULD YOU KNOW WHAT TO DO?

1. Describe the first thing you would do if an accident occurs in the classroom/laboratory.

2. Describe the first thing you would do if an accident occurs somewhere other than in the classroom/laboratory.

3. You are the first person to arrive at the scene of a multi-car automobile collision. Luckily, you just passed a telephone booth. After notifying the emergency medical facility, you return to the scene of the accident. You notice several injured persons:

   a. The first person you notice has been thrown from her car and is lying unconscious on the payment. Should you attempt to move her?

   b. Another person's arm is bleeding badly. Describe what you would do.

   c. You suspect one victim has a broken leg. Should you move him?

   d. You have received CPR training. You notice someone who is seriously injured. Upon further investigation, you find that the person is not breathing and does not have a pulse. What would you do?

UNIT V

SAFETY

UNIT TEST--PART 1

Match the following terms and definitions by placing the correct letter in the blanks at the left.

____ 1. Combustible

____ 2. Accident

____ 3. Citation

____ 4. Emergency

____ 5. First aid

____ 6. Cardiopulmonary resuscitation

____ 7. Safety

____ 8. Unconscious

____ 9. Hazard

____ 10. Ventilation

a. an order to come to a law court

b. the condition of being safe; free from danger or harm

c. the condition of fresh air moving into or through an enclosed area

d. an unplanned event which could cause an injury

e. that which catches fire and burns easily

f. the help given to an injured or sick person while waiting for medical assistance

g. a sudden happening that needs attention or action right away

h. a process designed to restore normal breathing after the heart stops

i. not able to feel or think

j. something dangerous

UNIT V

SAFETY

UNIT TEST--PART 2

A. Describe why learning about safe working practices, both in the classroom and on the job, is important.

B. Match the following terms and definitions by placing the correct letter in the blanks at the left:

____ 1. Occupational Safety and Health Administration (OSHA)

____ 2. An employer's responsibility

____ 3. Citation

____ 4. National Institute for Occupational Safety and Health (NIOSH)

____ 5. An employer's right

____ 6. Occupational Safety and Health Act

____ 7. An employee's responsibility

____ 8. An employee's right

____ 9. A duty of the NIOSH

a. passed in 1970; established OSHA and NIOSH

b. develops and enforces mandatory job safety

c. an agency of the Department of Human Services

d. comply with OSHA standards

e. require employees to follow safety rules

f. may be issued to employers for failing to post a notice of an unsafe or dangerous area

g. follow safety instructions

h. to request a safety inspection

i. provides assistance to OSHA

TEST

C. Place an X next to those items which indicate a cause of accidents.

____ 1. Horseplay

____ 2. Equipment placed in traffic lanes

____ 3. Low ceilings

____ 4. Clean floors

____ 5. Tools and equipment which are maintained

____ 6. Belts and gears which are guarded

____ 7. Air-tight rooms

____ 8. Loose clothing

____ 9. Long, loose hair

____ 10. Wearing safety glasses

____ 11. Plenty of room around equipment

____ 12. Poorly located storage area

D. Answer the following statements related to general safety rules True or False by placing a T for True or an F for False in the space at the left.

____ 1. Report only serious injuries to your instructor.

____ 2. Loose-fitting clothing is the best protective equipment to use against flying debris.

____ 3. Absolutely no horseplay or running is allowed in the laboratory or class area.

____ 4. Keep your work station and equipment clean.

____ 5. Leave all tools and equipment out for the next class' use.

____ 6. Place oily rags and other combustible materials in fireproof plastic containers.

____ 7. Use any tool in the laboratory which will accomplish the job to be done.

____ 8. It is okay to lean on tables as long as they are located in the safety zone.

____ 9. Operate the equipment and use the tools only after you fully understand how to do so and have obtained your instructor's permission.

____ 10. You should be alert in making others aware of safety hazards and improper procedures.

E. Match the colors to their appropriate designations by placing the correct letter in the blanks at the left.

____ 1. Yellow

____ 2. Red

____ 3. Orange

____ 4. Green

____ 5. Blue

____ 6. Black/White; combination of the two

a. safety

b. caution against equipment being started, used, or moved

c. dangerous parts of machine

d. traffic markings

e. caution

f. fire extinguishers

UNIT V

SAFETY

UNIT TEST--PART 3

A. Select the correct rules associated with fire safety by placing a T for True or an F for False in the blanks at the left.

____ 1. You should practice fire prevention.

____ 2. Knowing the type of material burning in a fire is not a factor in putting out the fire.

____ 3. You should give a fire the chance to go out on its own before reporting it.

____ 4. You should know how to use a fire extinguisher.

____ 5. Using the wrong type of extinguisher on a fire is dangerous.

____ 6. You should know how to treat burns.

____ 7. Flammables should be stored properly.

____ 8. You should know the location of the nearest fire alarm and/or the quickest route to the office.

____ 9. You should know the correct way to leave a building in case of fire.

____ 10. You should know the location of the nearest fire extinguisher.

B. Point out the class of fire according to the material burning by placing the correct letter in the blanks.

____ 1.	Flammable liquids, such as gasoline, paint, or oil	a. Class A
____ 2.	Ordinary combustibles, such as wood, paper, or cloth	b. Class B
____ 3.	Electrical equipment, such as motors or switches	c. Class C

C. Select the type(s) of fire extinguishers to use by placing the correct letter(s) in the blanks.

CLASSES OF FIRES

A
B
C

1. Foam ______________________________
2. Carbon dioxide ____________________
3. Ordinary dry chemical ____________
4. Soda acid _________________________
5. Multi-purpose dry chemical ______

D. Identify the different types of burns and the correct treatment of each by writing the correct information in the blanks provided.

Blistered

Charred or seared

Reddened

Get immediate medical help

Apply cold water and sterile gauze

Apply cold water

Burn	Appearance of Skin	Treatment
1. Third degree.....	____________________	____________________
2. Second degree....	____________________	____________________
3. First degree.....	____________________	____________________

UNIT V

SAFETY

UNIT TEST--PART 4

Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

____ 1. If an accident occurs in the laboratory, you should report it immediately to the instructor.

____ 2. Everyone in the class should gather around an injured person and try to calm him/her.

____ 3. If asked, you should assist the instructor in obtaining first aid supplies, notifying the school principal, etc.

____ 4. If an accident occurs somewhere other than the laboratory, your first concern should be to provide first aid to the injured person.

____ 5. You should attempt to give liquids to the unconscious to restore their body temperature.

____ 6. Bleeding should be controlled by tying a tourniquet.

____ 7. You should not attempt to move anyone you suspect to have broken bones.

____ 8. Only if you have received cardiopulmonary resuscitation (CPR) training, should you attempt to give someone who shows no sign of breathing or pulse CPR.

____ 9. If you know all the general principles of first aid learned in this class, you qualify as a first aid expert.

____ 10. Victims of heart attacks should be kept quiet and calm until medical assistance arrives.

TEST

Appendix

Safety Educational Aids

Safety concepts and skills can be emphasized through the use of:

- Posters--should be attractive, prominently displayed, and frequently changed.
- Slogans--a student confronted with a safety slogan every time he/she passes a bulletin board will get the message soon.
- Rules--concerning the operation of each machine should be posted on the machine or near the area of use.
- Membership in the National Safety Council
  1. A means of keeping up to date on all aspects of safety.
  2. Safety literature for which money should be budgeted and utilized each year.
- Motion pictures--the National Safety Council has a bulletin listing hundreds of safety films. In addition, your regional education service center has motion pictures dealing with safety.
- Books and magazines--maintain a reading shelf on safety subjects in your classroom/laboratory and/or in the school library.
- Tests--thorough testing on proper machine operation, understanding and ability, and safety procedures should be required after instruction and before the student is allowed to use the machines.

Safety Materials Resources

- American Iron and Steel, 150 East 42nd Street, New York, NY 10017
- Catalog of Free Teaching Materials, Rubidoux Printing Company, Riverside, CA 92501.
- Educators' Guide to Free Films, Educators' Progress Service, Inc., Randolph, WI
- Educators' Guide to Free Filmstrip, Educators' Progress Service, Inc., Randolph, WI
- Free and Inexpensive Educational Aids, Dover Publications, Inc., 180 Varick Street, New York, NY 10014
- General Motors Educational Aids, G. M. Building, Detroit, MI 48202
- National Education Association, 1201 Sixteenth Street, N. W., Washington, DC 20005
- National Safety Council, 425 North Michigan Ave., Chicago, IL 60611
- National Society for Prevention of Blindness, 79 Madison Ave., New York, NY 61801

Sample Permission Form

__________________________________ has our/my permission to operate the
(Student's name)

equipment and use the tools in the __________________________________

laboratory at ____ School.

It is understood that instruction in safe operation will be given before he/she is allowed to use any piece of equipment and that he/she will be properly supervised at all times.

In case of accident, it is preferred that he/she be given treatment by:

Dr: ____

or Dr: ____

Home phone number is: ____

Work phone number is: ____

If neither parent/guardian can be reached at the above numbers, please notify:

____ at ______________
(responsible person) (telephone number)

Date: ________________________

Signed: ________________________
(father)

____
(mother)

____
(legal guardian)

Safety Pledge

1. I pledge myself to follow all rules and regulations pertaining to the safety of myself and others.
2. I will constantly watch for any unsafe acts, practices, or conditions that will reduce the safety of myself or others.
3. I will immediately report all unsafe acts, practices or conditions to my instructor.
4. I will do my job in a safe and orderly manner so that I will not endanger the safety of myself or others.
5. I will immediately report all injuries, no matter how slight, to my instructor.
6. I will keep my work station in a safe and orderly condition at all times.
7. I will promote and respectfully solicit the cooperation of fellow students in safety and good housekeeping.
8. I will bear in mind at all times that my job will be safe only as long as I make it safe.
9. I will never lose sight of the fact that accidents don't just happen; they are caused.
10. I will do these things with respect and mutual understanding in all my relations with my fellow students because only in this way can I feel sure that I am doing everything within my power to make my school a safer and better place in which to work.

______________________________	______________________________
Student Signature	Date

Statement of Acknowledgement

This is to certify that I have received safety instructions in

______________________(name of program)______________________

My instructor has demonstrated to me how to operate each machine, piece of equipment, and tool correctly and safely. I promise to observe all safety rules, and if ever in doubt regarding any operation or procedure, I will consult my instructor and obtain the necessary information.

SIGNED___________________________________

DATE________________________________19___

Suggested Emergency Action for the Vocational Teacher*

Be prepared! Think through what you will do in the event of injury before the emergency occurs. Discuss emergency procedures with your vocational administrator and/or principal. Arrange communications, first aid, transportation, and other details before an accident occurs.

If a serious injury occurs, immediately take the following steps:

1. Have someone notify the principal and/or vocational administrator.
2. Do not leave your class unattended.
3. First aid, if needed, should be administered only by a qualified person.
4. Notify parents. They should contact the family doctor.
5. If unable to reach parents, contact family doctor.
6. If above fails, call local doctor or hospital.
7. Contact parents as soon as possible.
8. To stop or check severe bleeding, use an antiseptic compress. Do NOT use a tourniquet unless trained to do so.
9. Do not move the injured person if bone fracture is likely.
10. Keep the injured person warm.
11. File a complete accident report and submit a copy to the principal department head and/or vocational administrator.

---

*This procedure should be approved by the local administration before utilization.

Instructor Liability

An instructor has the legal responsibility for accidents which involve students who are participating in assigned activities. Instructors may be held liable for accidents that occur as a result of their negligence, and this liability may also extend to administrators. The prevention of or protection from liability may best be accomplished by following this check list.

1. Obtain adequate liability insurance which can be secured from professional organizations at a reasonable rate.
2. Provide adequate supervision and be in the classroom or laboratory at all times when class is in session. Never leave while any student is in the laboratory.
3. Act as a reasonable and prudent person would act under the same or similar circumstances.
4. Correct known dangerous and defective conditions or report them to the proper authority, and clearly mark them out of order or dangerous.
5. Use good sense in the selection of student activities.
6. Insist that safety glasses be worn in all areas in which there is a remote chance of eye injury.
7. Provide proper instruction in the use of all tools, machines, and equipment.
8. Initiate a comprehensive safety program and rigidly enforce all rules and regulations.
9. Maintain the entire physical facility in safe working condition.
10. Provide proper protective equipment and require students to wear it and proper clothing while working in the laboratory.
11. Clearly label all toxic and flammable materials and provide proper storage for them.
12. Insist that industrial quality guards be provided and used whenever a machine is operated.
13. Set a proper example for students to follow.
14. Know your students!

HAND TOOLS AND EQUIPMENT

Introduction

Instruction in this area of study should be similar to that which would be conducted during the first year of a vocational program. Students must be given the opportunities to acquire the knowledge needed to use, maintain, and store any hand tools and equipment common to the occupational area in order to complete effectively the laboratory-based activities which will ultimately assist them in discovering their suitability/unsuitability to the occupational area.

Of course, the study of hand tools and equipment will have more significance in certain vocational education programs/occupational areas. For example, the study will have more importance in trades and industrial than in others, such as marketing and distribution. This fact, therefore, should be considered when developing the plan for instructional delivery of the class.

Curriculum and instructional materials used in vocational programs for which the prevocational class is offered can be used when providing instruction in this area. See page 547 for information concerning availability of materials developed by program/occupational area. However, because of the difference in formatting of curricular materials, many of the available resources will not be written in the unit of instruction's format. Even though it is not a mandate that curriculum materials in any subject area be written in this format, many teachers, because of the ease of managability and continuity that a unit of instruction's format provides, prefer to structure their curriculum in this form. Therefore, a prototype of a unit of instruction related to the study of hand tools and equipment is included in this section, along with suggestions for tailoring existing curriculum instructional materials to fit the unit of instruction's format.

INSTRUCTIONS FOR PREPARING HAND TOOLS AND EQUIPMENT

UNIT OF INSTRUCTION

. Prepare objective sheet

A. Communicate the performance expected of students after completing the unit (unit objective).

B. Communicate the performances which will enable the student to achieve the unit objective (specific objectives).

The following is an example of an objective sheet which states the essential elements' descriptors dealing with the study of hand tools and equipment in objective terminology.

UNIT OBJECTIVE

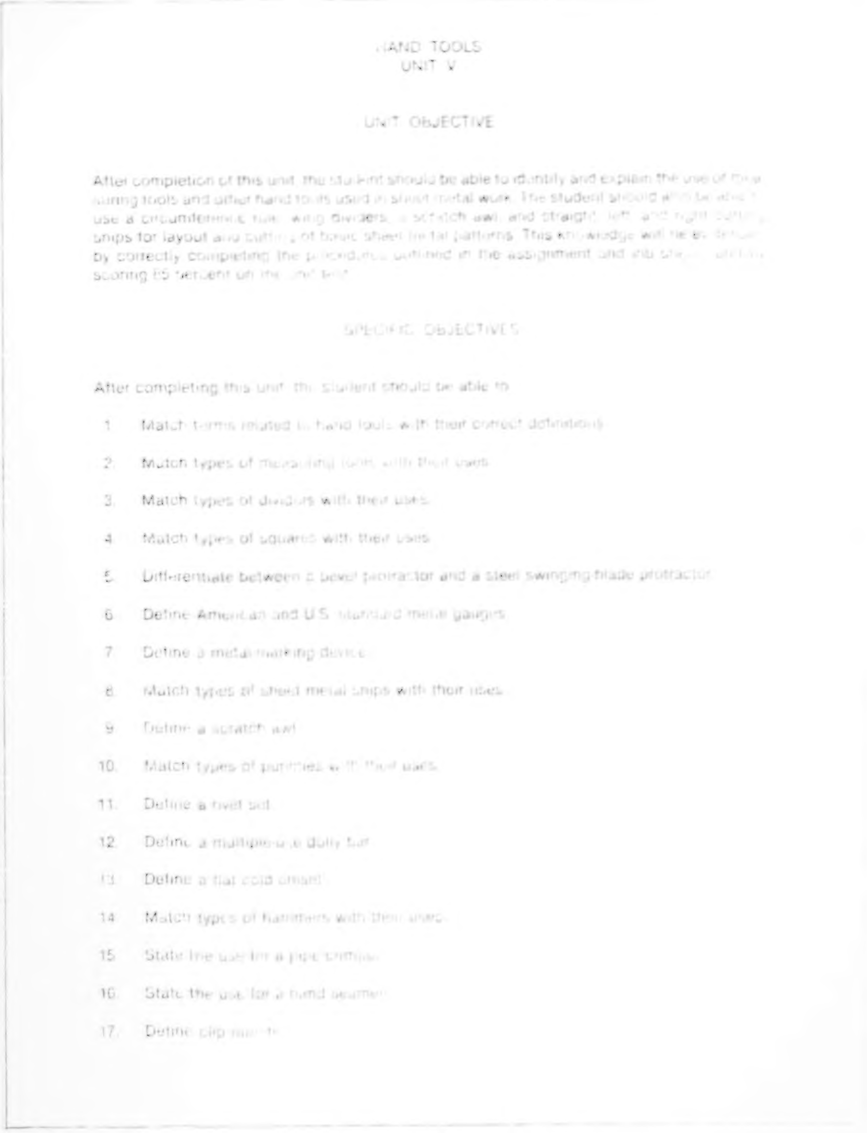
After completing this unit, the student will be able to demonstrate the proper techniques for the safe use, maintenance, and storage of hand tools and equipment used in the occupational cluster/area.

SPECIFIC OBJECTIVES

In completing this unit of instruction, the student will:

1. Define terms associated with the study of hand tools and equipment.
2. Identify hand tools and equipment used in the occupational cluster/area.
3. Describe the purpose of each hand tool and piece of equipment used in the occupational area/cluster.
4. Describe proper safety procedures to employ in using hand tools and equipment.
5. Demonstrate the proper techniques for the use of hand tools and equipment.
6. Explain the proper techniques to use in maintaining tools and equipment in optimum condition.
7. Describe proper safety procedures to use in performing maintenance operations.
8. Demonstrate proper techniques for performing maintenance operations.
9. Describe the proper storage procedures for hand tools and equipment used in the occupational cluster/area.
10. Explain proper safety procedures to utilize in storing hand tools and equipment.
11. Demonstrate proper techniques in storing hand tools and equipment.

This objective sheet may be modified to reflect specific hand tools and equipment to be addressed in the unit of instruction, for example:



HAND TOOLS
UNIT V

UNIT OBJECTIVE

After completion of this unit, the student should be able to identify and explain the use of measuring tools and other hand tools used in sheet metal work. The student should also be able to use a circumference rule, wing dividers, a scratch awl, and straight, left, and right cutting snips for layout and cutting of basic sheet metal patterns. This knowledge will be evidenced by correctly completing the procedures outlined in the assignment and job sheets and by scoring 85 percent on the unit test.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to:

1. Match terms related to hand tools with their correct definitions.
2. Match types of measuring tools with their uses.
3. Match types of dividers with their uses.
4. Match types of squares with their uses.
5. Differentiate between a bevel protractor and a steel swinging-blade protractor.
6. Define American and U.S. standard metal gauges.
7. Define a metal-marking device.
8. Match types of sheet metal snips with their uses.
9. Define a scratch awl.
10. Match types of punches with their uses.
11. Define a rivet set.
12. Define a multiple-use dolly bar.
13. Define a flat cold chisel.
14. Match types of hammers with their uses.
15. State the use for a pipe crimper.
16. State the use for a hand seamer.
17. Define clip notches.

II. Prepare information sheets

A. Indicate any information needed to address effectively objectives outlined in the objective sheet.

B. Prepare information sheet in outline forms so that students may add any additional information pertinent to them.

For the purpose of studying hand tools and equipment, the information sheets may be constructed or arranged in a variety of ways. For example, a separate information sheet for each hand tool and piece of equipment discussed within the unit of instruction, arranged in the following manner: terms and definitions related to specific hand tools and equipment discussed, types of hand tools and equipment, safety procedures, maintenance procedures, and storage procedures may be developed.

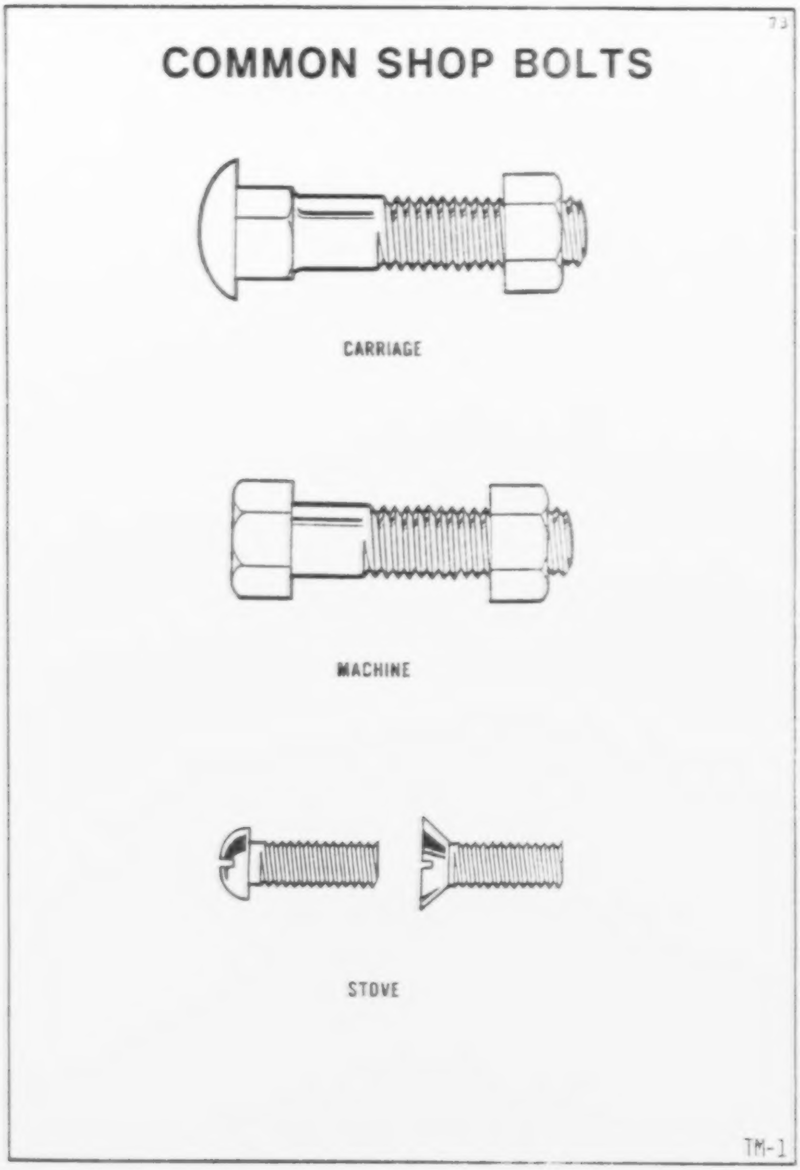
Another method of arrangement would be a separate information sheet for hand tools and equipment discussed; followed by a separate information sheet for proper procedures for use of hand tools and equipment, followed by an information sheet for safety procedures, an information sheet for maintenance procedures, and an information sheet for storage procedures.

III. Prepare transparency master

A. Transparency masters emphasize identification.

B. Transparency masters assist with clarification and reinforcement of information.

(NOTE: Commercial educational tools and equipment catalogs are an excellent source for obtaining pictures to be used in transparency masters.)



73

COMMON SHOP BOLTS

CARRIAGE

MACHINE

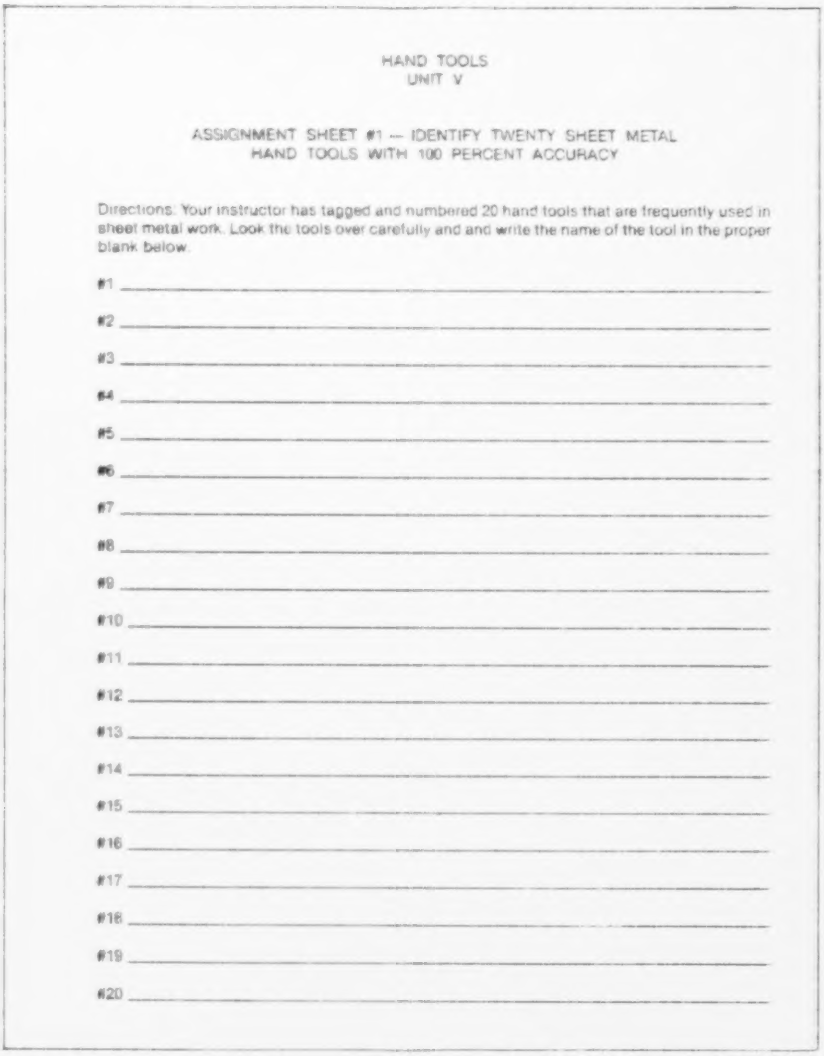
STOVE

TM-1

IV. Prepare Assignment Sheets and/or Job Sheets

A. Assignment sheets give direction to study.

B. Assignment sheets are used primarily for reinforcement of any cognitive information presented and as a means for checking for students' understanding.



HAND TOOLS
UNIT V

ASSIGNMENT SHEET #1 — IDENTIFY TWENTY SHEET METAL HAND TOOLS WITH 100 PERCENT ACCURACY

Directions: Your instructor has tagged and numbered 20 hand tools that are frequently used in sheet metal work. Look the tools over carefully and and write the name of the tool in the proper blank below.

#1 ________________________________

#2 ________________________________

#3 ________________________________

#4 ________________________________

#5 ________________________________

#6 ________________________________

#7 ________________________________

#8 ________________________________

#9 ________________________________

#10 ________________________________

#11 ________________________________

#12 ________________________________

#13 ________________________________

#14 ________________________________

#15 ________________________________

#16 ________________________________

#17 ________________________________

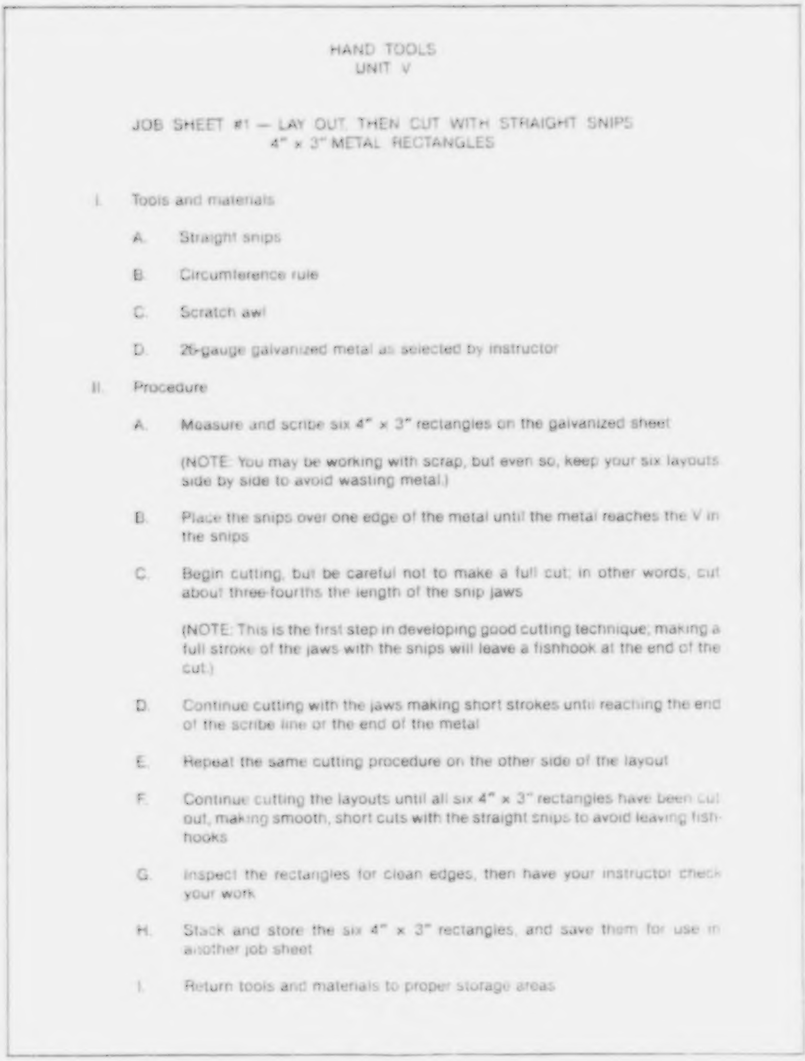
#18 ________________________________

#19 ________________________________

#20 ________________________________

C. Job sheets describe the step-by-step procedures for specific behaviors/skills.

D. Job sheets allow both student and instructor to check ability and progress made.



HAND TOOLS
UNIT V

JOB SHEET #1 — LAY OUT, THEN CUT WITH STRAIGHT SNIPS
4" × 3" METAL RECTANGLES

I. Tools and materials

A. Straight snips

B. Circumference rule

C. Scratch awl

D. 26-gauge galvanized metal as selected by instructor

II. Procedure

A. Measure and scribe six 4" × 3" rectangles on the galvanized sheet

(NOTE: You may be working with scrap, but even so, keep your six layouts side by side to avoid wasting metal.)

B. Place the snips over one edge of the metal until the metal reaches the V in the snips

C. Begin cutting, but be careful not to make a full cut; in other words, cut about three-fourths the length of the snip jaws

(NOTE: This is the first step in developing good cutting technique; making a full stroke of the jaws with the snips will leave a fishhook at the end of the cut.)

D. Continue cutting with the jaws making short strokes until reaching the end of the scribe line or the end of the metal

E. Repeat the same cutting procedure on the other side of the layout

F. Continue cutting the layouts until all six 4" × 3" rectangles have been cut out, making smooth, short cuts with the straight snips to avoid leaving fishhooks

G. Inspect the rectangles for clean edges, then have your instructor check your work

H. Stack and store the six 4" × 3" rectangles, and save them for use in another job sheet

I. Return tools and materials to proper storage areas

V. Prepare Unit Test

A. Unit tests measure students' understanding of the information covered in each information sheet.

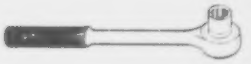
B. Unit tests should always reflect the objectives of the unit of instruction, as stated in the objective sheet.

(NOTE: In the last two years, because of the emphasis placed on students' mastery of essential elements, many educators have stressed the importance of pencil and paper tests, rather than teacher observation, as the basis for measurement. However, if an objective states, for example, that a student will be able to demonstrate the proper use of a particular hand tool, the only valid measurement of the achievement of the objective is for the teacher to observe the student as he/she uses the tool. House Bill 72 did not change this fact; House Bill 72 and Subsequent Educational Legislation: Comprehensive References and Explanations, published by the Texas Education Agency in September of 1985, states on pages 158-159, "ongoing mastery assessment does not require procedures differing from normal teaching practices. The use of simple teacher-made tests, teacher observations, or curriculum materials tests will help determine which students are not mastering instructional elements." Documentation, as stated on page 159, can consist of, "simple paper and pencil or computerized checklists and gradebooks . . . other methods can be utilized as long as they accomplish the purpose and require only minimal teacher time." On the following pages, you will find examples of ways in which two different objectives can be measured.)

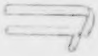
The student will be able to identify the types of wrenches used in this occupational area/cluster.

4. Identify the types of wrenches by writing each name listed below under the correct tool.

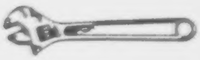
Open-end
Adjustable
Box-end
Socket
Pipe wrench
Allen
Combination



a. ______________________

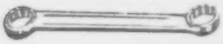


b. ______________________



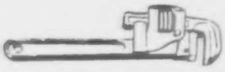
c. ______________________

d. ______________________



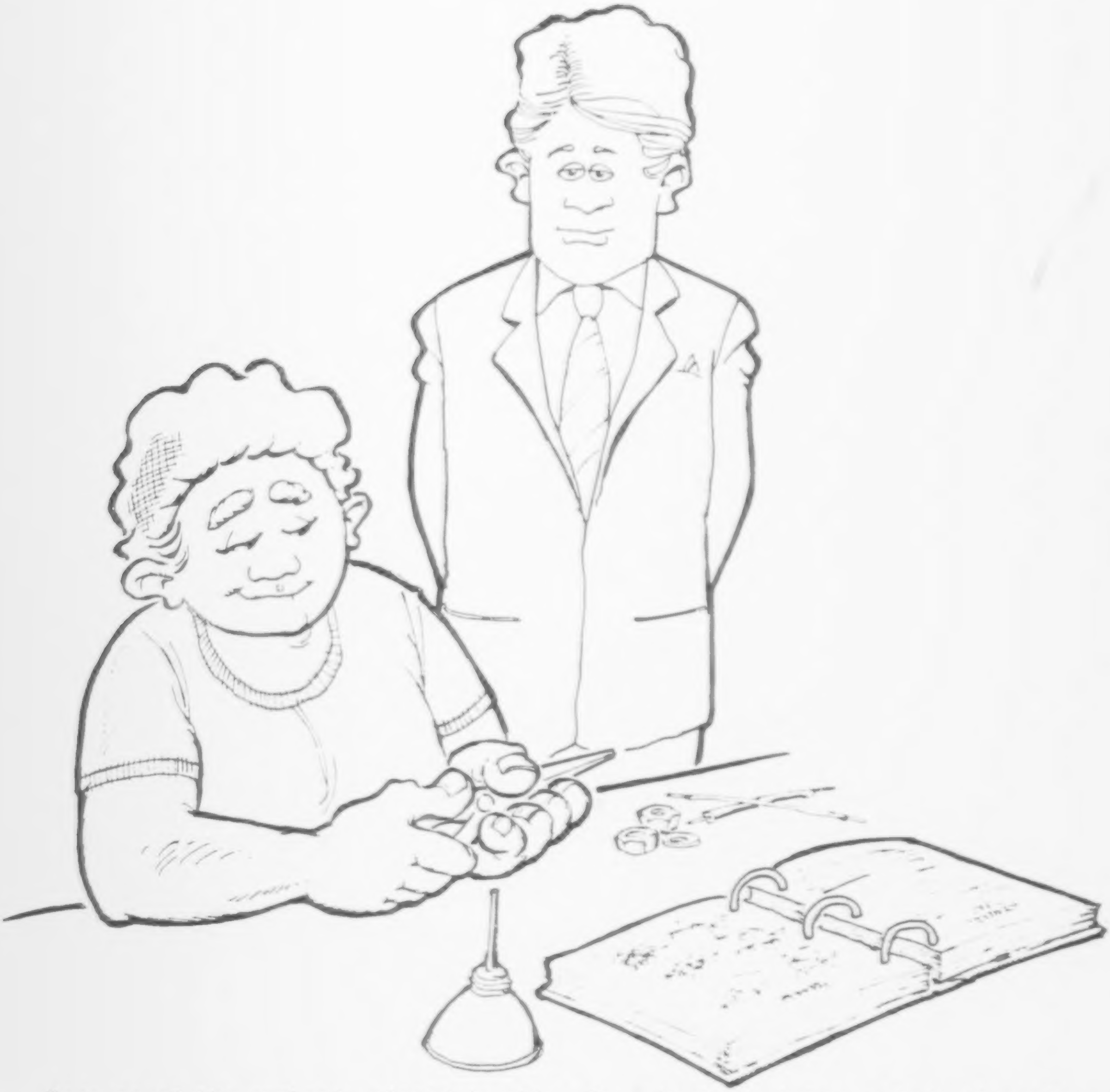
e. ______________________

f. ______________________



g. ______________________

The student will be able to demonstrate the proper use, maintenance, and storage procedures of the needle nose pliers.



Because of the emphasis placed in this class in determining a student's suitability/unsuitability to the occupational area and because of the emphasis placed on the vocational assessment of special needs students as a result of the Carl D. Perkins Act (Public Law 98-524), it is recommended that some form of a checklist be used to ascertain individual student's abilities related to the use, maintenance, and storage of hand tools and equipment. Keep in mind, however, that the purpose of this class is not to teach job specific skills, and, therefore, students' grades should not reflect the degree in which students obtain competencies related to the use of hand tools and equipment. On the following page is an example of a form which could be used to assist students in determining their suitability/unsuitability for further study of or employment in the occupational area and to assist those who are responsible for conducting vocational assessments by providing factual exploratory experiences information.

PREVOCATIONAL EDUCATION

Occupational Cluster/Area ____________________

✓+ Demonstrates proper use, maintenance, and storage without instructor assistance

✓ Demonstrates proper use, maintenance, and storage with minimal instructor assistance

✓– Requires direct assistance and guidance by the instructor

Hand Tools and Equipment

Students																					

CAREER AWARENESS

SUGGESTIONS FOR ASSISTING STUDENTS WITH CAREER PLANNING

It has been said that prevocational education classes are just another recruitment tool for vocational teachers to add to their repertoires, and, indeed, prevocational education classes are an effective means of publicizing vocational education programs through the best means of advertising--word-of-mouth. In the last few years, however, the determining factor for the success of a vocational program has changed from the quantity of students to the quality of students enrolled. The sunset provisions (specifically the emphasis placed on student competencies acquired and the status of program completers and leavers) necessitate that students receive career planning assistance prior to enrollment in vocational education programs.

This section, therefore, is devoted to providing suggestions for the prevocational teacher in assisting students with this area of study.

INTRODUCTION

Activities are included in this section which will assist students in determining their suitability/unsuitability for success in a career classified in the occupational area. It is not the prevocational teacher's responsibility to determine whether a student would be successful in a career in the occupational area-cluster. This fact, however, does not preclude the teacher from assisting students in interpreting activities which are designed as informal assessment instruments and/or from evaluating students' aptitudes and abilities as they complete laboratory-based activities. The prevocational teacher's roles, in this area of study, should be that of a provider of opportunities for exploratory experiences and information which would assist students in learning more about career options available to them and that of a facilitator to assist students in gaining a thorough understanding of themselves. Ways in which the effectiveness of these roles can be maximized include:

* Providing opportunities for the students to gain a realistic perception of the nature of work involved in the occupational area--which may include the use of guest speakers, visits to work sites, the use of up-to-date audiovisuals, and the use of laboratory-based activities which are tied to the work tasks of occupations classified in the occupational area/cluster. (See page 201 for further information concerning laboratory-based activities.)

* Recognizing and conveying the importance of this class in assisting students with career planning.

* Providing students with resources (books, pamphlets, occupational briefs, etc.) which will provide them with pertinent occupational information.

* Guiding and directing students in their attempt to make a decision regarding their suitability/unsuitability for success in the occupational area.

* Letting the facts speak for themselves. For example, when discussing the results of an activity which is designed to assist the students in determining their interests, say, "The results of this activity show the following interests. . . let's see if these interests relate to any of the careers classified in this occupational area." Do not say, "This activity shows that you do not have an interest in this occupational area."

UNIT VI

UNDERSTANDING YOURSELF

UNIT OBJECTIVE

After completing this unit, the student will be able to identify his/her personal traits and relate them to the qualifications needed for success in the career options classified in this occupational cluster/area. Mastery will be evidenced by demonstration and by satisfactorily completing the unit test.

SPECIFIC OBJECTIVES

In completing this unit, the student will:

1. Define self-appraisal terms.
2. Discuss reasons why an understanding of him/herself is difficult.
3. Discuss reasons why a true understanding of him/herself is important to a worthwhile and meaningful career choice.
4. Identify those personal traits which influence the choice of a successful career.
5. Identify ways through which an understanding of him/herself can be achieved.
6. Use an informal test measure to appraise his/her:
    a. lifestyle needs
    b. work needs
    c. personality traits
    d. physical traits
    e. interests
    f. aptitudes
    g. abilities

UNIT VI

UNDERSTANDING YOURSELF

NOTES TO THE INSTRUCTOR

I. Objective Sheet

   A. Discuss the unit objective with the students.

   B. Discuss each specific objective.

   C. Have the students complete the objectives in a sequence best suited to your classroom.

   D. Add any objectives necessary to meet fully the needs of the unit and the students.

II. Information and Activity Sheets

   (NOTE: Either you or the students should keep the Information and Activity Sheets in this unit so that they may be used to assist them in determining their suitability/unsuitability for success in the occupational area/cluster being studied.)

   A. INFORMATION SHEET 1--TERMS AND DEFINITIONS

      1. Have the students explain that, while they may have an idea of what the words mean, it is hard to describe or give a definition of them. You may use this fact as an analogy of how difficult it is to describe themselves.

      2. Use ACTIVITY SHEET 1--WORD FIND to reinforce this area of instruction.

   B. INFORMATION SHEET 2--WHY UNDERSTANDING YOURSELF IS IMPORTANT IN CAREER PLANNING

      1. Stress the importance of the information presented.

      2. To reinforce the fact that each student is unique, have students complete ACTIVITY SHEET 2--YOUR EXPERIENCES MAKE YOU UNIQUE; allow students to compare their answers.

      3. When discussing self-appraisal instruments, you may want to have on hand sample questions from published interest inventories, aptitude tests, etc. Otherwise, students may have difficulty in understanding the types of questions asked.

      4. To set the mood for students to begin thinking of their lifestyle needs, have them complete ACTIVITY SHEET 3--DREAMS CAN COME TRUE: EVALUATING YOUR LIFESTYLE NEEDS. Because of the difference in the structure of this activity, you should follow these directions carefully:

         a. A tape or record of "soft" music should be secured and played during this activity.

b. Give students the Activity Sheet and have them read the directions.

c. Explain that they are not to complete the activity until you give them instructions to do so.

d. Have the students close their eyes and listen carefully to your voice. Stress that there will be no talking.

e. Begin by telling them to imagine themselves ten years from now (pause ten seconds).

f. "Imagine that it is Friday morning and your alarm is ringing. You reach for it, turn it off, get out of bed, and begin to get ready for work." (pause 20 seconds)

g. What does your home look like? What kind of furniture do you have? How many rooms do you have?

h. "It is now time for you to go to work. How do you get to work? Do you drive? Walk? Take a bus?" (pause 20 seconds)

i. "What do you see as you travel to work? How far is it to your work place?" (pause 20 seconds)

j. "You are now at work. Imagine your work day. What does your place of work look like? Is it an office? Do you work outdoors? What is your job? Do you work alone or with others?" (pause 30 seconds)

k. "Your work day is coming to an end. What time of day is it? Are you tired? Did you enjoy your day?" (pause 20 seconds)

l. "It is now evening and you are home. Do you live alone? Do you have children? How are you spending your evening?" (pause 20 seconds)

m. "It is now Saturday morning. You wake up. What time of day is it? Imagine your day off. What are you doing? Are you enjoying yourself? Are you indoors or outdoors? Are you alone?" (pause 30 seconds.)

n. Have the students slowly open their eyes. Without any discussion, have the students complete the Activity Sheet.

o. When students have completed the Activity Sheet, have those students who are willing to share their answers.

5. To assist students in appraising their work needs, have them complete ACTIVITY SHEET 4--WHAT ARE YOUR WORK NEEDS?

6. To assist students in appraising those personality traits which affect career choice and success, have them complete ACTIVITY SHEET 5--RATING YOUR PERSONALITY TRAITS.

7. To assist students in appraising physical traits, have them complete ACTIVITY SHEET 6--RATING YOUR PHYSICAL TRAITS.

C. INFORMATION SHEET 3--INTERESTS

1. Discuss the Information Sheet with students.
2. Have students survey parents, relatives, teachers, etc., to discover if they had (or currently have) hobbies similar to the careers they now have.
3. Use TM-1--INTERESTS INFLUENCE THE CAREER YOU CHOOSE to reinforce the effect interests have on career choice.
4. If you wish to use a standardized interest inventory, check with your vocational and/or school counselor to see if your school district has any on hand which would be applicable for use by your students and/or seek the counselor's assistance in ordering applicable interest inventories.
5. Although ACTIVITY SHEET 7--DISCOVERING YOUR INTERESTS is an informal test measure, it will give students an idea of the format of interest inventories, corresponding career cluster areas which will assist them in seeking occupational information, and how interests relate to particular occupations.

D. INFORMATION SHEET 4--APTITUDES

1. Discuss the importance of students understanding the purpose of identifying their aptitudes.
2. Explain that if they wish to attend college, they must complete an aptitude test that is used to predict their success in college.
3. Arrange for a representative of the Texas Employment Commission to speak to your class concerning the General Aptitude Test Battery.

   (NOTE: Texas Employment Commission representatives usually require at least two weeks notice.)
4. If a business, technical, or specialized school is near you, arrange for a representative to speak to your class on the purpose, format, and administrative procedures of the tests they use.
5. Reinforce that without the use of aptitude tests, many agencies would place people in jobs with which they might have difficulty.
6. Use TM-2--APTITUDE TESTS HELP PREDICT YOUR SUCCESS to reinforce the purpose of aptitude testing.
7. Explain that aptitude test batteries measure several aptitudes, giving the testee the opportunity to narrow career alternatives to those that match measured aptitudes.
8. Explain that if they went to the state employment agency to locate a job, they would complete the General Aptitude Test Battery.
9. To give students an idea of those aptitudes that are commonly measured on aptitude tests, use TM-3--THE NINE MOST COMMON APTITUDES.

10. Have students think of careers that require each aptitude. Examples are:

    a. Intelligence--scientist

    b. Verbal--teacher

    c. Numerical--accountant

    d. Spatial--architect

    e. Form perception--paperhanger

    f. Clerical perception--typist

    g. Finger dexterity--surgeon

    h. Manual dexterity--mechanic

    i. Motor coordination--data processing operator

11. Although a formal aptitude test measure is suggested to measure aptitudes more accurately, many students will have difficulty in understanding the format and purpose of published aptitude testing instruments. To prepare students for completing a published aptitude test, have the students complete the following simulated aptitude test activities. Although the activities are based on actual components of the General Aptitude Test Battery, they have not been tested for reliability and validity. They are intended to acquaint the student with the format of published tests.

    a. ACTIVITY SHEET 8--MEASURING YOUR CLERICAL APTITUDE

        (1) Explain that this activity measures the ability to notice errors in typewritten copies--much like what a typist or proofreader does.

        (2) Give the students two minutes to complete the activity.

        (3) Have the students grade each others' papers or grade them yourself.

        (4) Have the students record their results on ACTIVITY SHEET 14--APTITUDES CHART.

    b. ACTIVITY SHEET 9--MEASURING YOUR NUMERICAL APTITUDE

        (1) Explain that this activity measures the ability to compute mathematical problems accurately and quickly.

        (2) Record each student's time by using a stopwatch.

        HINT: You may want to have the students bring you the completed test on which to write the time.

(3) Allow the students ten minutes to complete the test.

(NOTE: This test was administered to an occupational investigation class consisting of seventh and eighth graders. Several students finished in under two minutes with 100% accuracy.)

(4) Have the students grade each others' papers or grade them yourself.

(5) Have the students record their results on ACTIVITY SHEET 14--APTITUDES CHART.

c. ACTIVITY SHEET 10--MEASURING YOUR FORM PERCEPTION APTITUDE

(1) Explain that this activity measures the ability to perceive detail in objects.

(2) Record each student's time by using a stopwatch.

HINT: You may want to have the students bring you the completed test on which to write the time.

(3) Allow the students five minutes to complete the activity.

(4) Have the students grade each others' papers or grade them yourself.

(5) Have the students record their results on ACTIVITY SHEET 14--APTITUDES CHART.

d. ACTIVITY SHEET 11--MEASURING YOUR SPATIAL APTITUDE

(1) Explain that this activity measures the ability to understand relationships of plane and solid objects.

(2) Record each student's time by using a stopwatch.

HINT: You may want to have the students bring you the completed test on which to write the time.

(3) Allow the students two minutes to complete the activity.

(4) Give the correct answers to the class or grade the activity yourself.

(5) Have the students record their results on ACTIVITY SHEET 14--APTITUDES CHART.

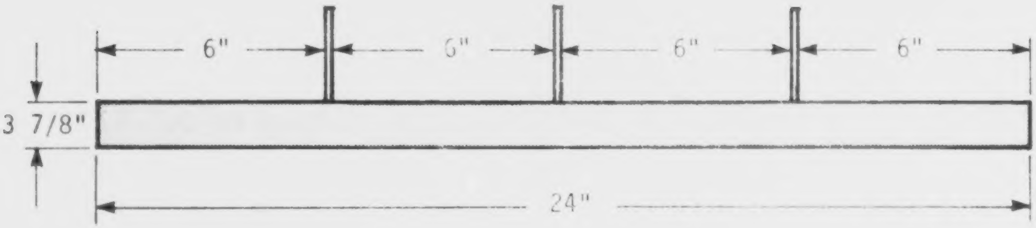
e. ACTIVITY SHEET 12--MEASURING YOUR FINGER DEXTERITY APTITUDE

(1) Explain that this activity measures the ability to move the fingers and rapidly or accurately manipulate small objects with the fingers.

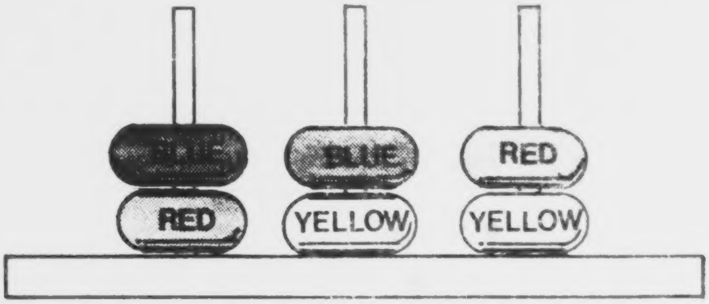
(2) You will need the following supplies to complete this activity:

6-3/16" flat washers
3 metal rods
yellow, red, and blue paint
stopwatch
1 board

(3) The board should be built according to the following dimensions:



(4) The washers should be placed in the following order before each student's turn:



(5) Further explain the instructions on the Activity Sheet.

f. ACTIVITY SHEET 13--MEASURING YOUR MOTOR COORDINATION APTITUDE

(1) Secure paddle balls (can usually be found in any toy department).

(2) Use a stopwatch to time each student's performance.

(3) Record their results on ACTIVITY SHEET 14--APTITUDES CHART.

g. ACTIVITY SHEET 14--APTITUDES CHART

(1) Assist students in identifying their aptitudes.

(2) Assist students in evaluating aptitudes identified by timed-performance activities by determining the fastest times in the class.

E. INFORMATION SHEET 5--ABILITIES

1. Discuss the Information Sheet with students.

2. Stress the importance of understanding their abilities as a major determinant of career success.

3. Discuss how an understanding of their abilities can help them solve the problem of deciding upon a career.

   (NOTE: With over 20,000 constantly changing careers available, a person must have some means of narrowing down the options.)

4. Because zeroes tend to bring grades down considerably, stress the fact that checking grades will only be beneficial in determining abilities if the students have completed assignments and tried to do their best.

5. To aid the students in discovering their abilities, have them complete ACTIVITY SHEET 15--DISCOVERING YOUR ABILITIES. Because self-appraisal measures are difficult to complete, we tend to underestimate our abilities; therefore, students should be reminded of this fact and of the importance of honestly completing the Activity Sheet.

6. To reinforce the importance of matching abilities to related careers, show TM-4--MATCH YOUR ABILITIES TO CAREERS.

III. Answers to Activity Sheets

   A. Some Activity Sheet answers will vary and should be graded individually.

   B. Some Activity Sheets will not have specific answers, but will depend on student participation.

IV. Unit Test

   A. The test is divided into five parts.

      1. Each part covers one Information Sheet.

      2. Each part uses various methods of testing.

   B. Various approaches may be used in testing.

      1. Give each part of the test after the student has completed the information on one Information Sheet.

      2. Give the entire test upon completion of the unit.

      3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

V. Answers to Unit Test

   A. Answers are based on total information covered in the unit.

   B. For ease in grading, make corresponding answer sheets for additional test parts added.

VI. References and Resources

A. Catell, Raymond B. Abilities: Structure, Growth, and Action. Boston: Houghton Mifflin Company, 1971.

B. Issacson, Lee E. Career Information in Counseling and Teaching. Boston: Allyn and Bacon, Inc., 1977.

C. Kapes, Jerome T. and Marjorie Moran Mastie. A Counselor's Guide to Vocational Guidance Instruments. Falls Church, VA: National Vocational Guidance Association, 1983.

D. Shertzer, Bruce and James D. Linden. Fundamentals of Individual Appraisal. Boston: Houghton Mifflin Company, 1979.

E. Shertzer, Bruce and Shelby C. Stone. Fundamentals of Guidance. Boston: Houghton Mifflin Company, 1981.

F. Zinker, Vernon C. Career Counseling: Applied Concepts of Life Planning. Monterey, CA: Brooks/Cole Publishing Company, 1981.

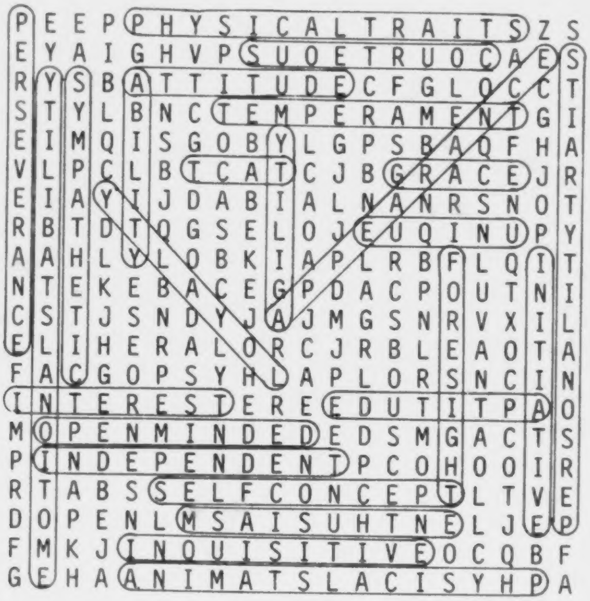
UNIT VI

UNDERSTANDING YOURSELF

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1

1. personality traits
2. ability
3. attitude
4. foresight
5. loyalty
6. open-minded
7. grace
8. appearance
9. interest
10. self-concept
11. tact
12. temperament
13. unique
14. aptitude
15. physical traits
16. agility
17. physical stamina
18. courteous
19. enthusiasm
20. sympathetic
21. perseverance
22. inquisitive
23. emotional stability
24. independent
25. initiative



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P E E P P H Y S I C A L T R A I T S Z S
E Y A I G H V P S U O E T R U O C A E S
R Y S B A T T I T U D E C F G L O C C T
S T Y L B N C T E M P E R A M E N T G I
E I M Q I S G O B Y L G P S B A Q F H A
V L P C L B T C A T C J B G R A C E J R
E I A Y I J D A B I A L N A N R S N O T
R B T D T Q G S E L O J E U Q I N U P Y
A A H L Y L O B K I A P L R B F L Q I T
N T E K E B A C E G P D A C P O U T N I
C S T J S N D Y J A J M G S N R V X I L
E L I H E R A L O R C J R B L E A O T A
F A C G O P S Y H L A P L O R S N C I N
I N T E R E S T E R E E D U T I T P A O
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P I N D E P E N D E N T P C O H O O I R
R T A B S S E L F C O N C E P T L T V E
D O P E N L M S A I S U H T N E L J E P
F M K J I N Q U I S I T I V E O C Q B F
G E H A A N I M A T S L A C I S Y H P A
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ACTIVITY SHEETS 2 - 7

Evaluated to the satisfaction of the instructor

ACTIVITY SHEET 8

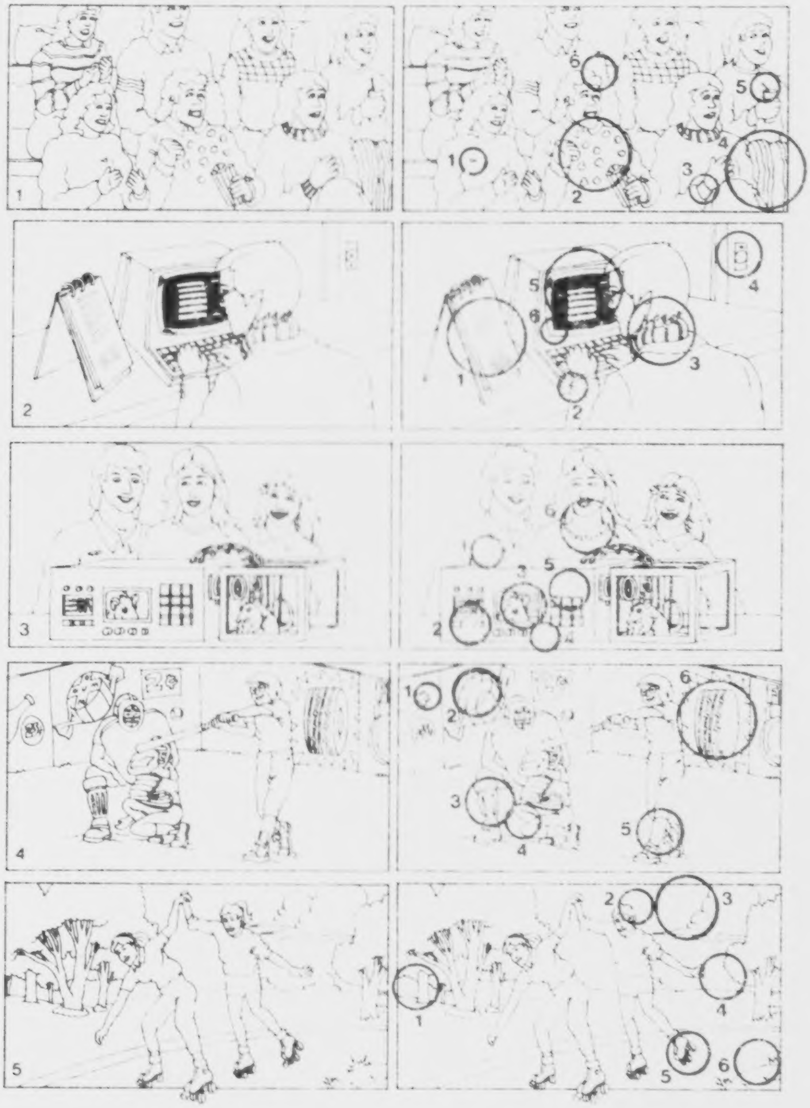
1. N
2. S
3. S
4. N
5. N
6. S
7. N
8. S
9. N
10. N
11. S
12. N
13. S
14. N
15. N
16. N
17. S
18. N
19. N
20. N

ACTIVITY SHEET 9

1. c
2. c
3. b
4. b
5. b
6. c
7. b
8. c
9. b
10. a
11. b
12. a
13. b
14. a
15. b
16. a
17. b
18. d
19. b
20. a

ACTIVITY SHEET 10

Figure 1


1
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6

Figure 2

1. b
2. c
3. c
4. b
5. c

ACTIVITY SHEET 11

1. c
2. b
3. a
4. b
5. a

ACTIVITY SHEETS 12 - 15

Evaluated to the satisfaction of the instructor

UNIT VI

UNDERSTANDING YOURSELF

ANSWERS TO UNIT TEST

PART 1

1. h
2. v
3. u
4. t
5. o
6. a
7. p
8. l
9. m
10. w
11. n
12. q
13. r
14. k
15. b
16. c
17. d
18. i
19. x
20. j
21. e
22. y
23. s
24. f
25. g

PART 2

A. 1. X
2.
3. X
4. X
5.

B. 1. F
2. T
3. T
4. T
5. T
6. T
7. F
8. F
9. T
10. T
11. T
12. F
13. T
14. T
15. T

PART 3

A. 1. X
2. X
3. X
4. X
5. X

B. Answers will vary; however, the student must have the basic concept that interests influence experience. Therefore, one is most likely to choose a career that one knows something about.

C. 1. X
2.
3. X
4.
5. X
6. X
7. X

D. Two of those listed under Section III of the Information Sheet.

E. Evaluated to the satisfaction of the instructor

PART 4

A. 1. T
2. F
3. T
4. T
5. T

B. 1. aptitude test batteries
2. General Aptitude Test Battery
3. specific
4. naturally
5. predict

C. 1.
2. X
3. X
4.

D. Evaluated to the satisfaction of the instructor

PART 5

A. 1. F
2. T
3. T
4. T
5. F
6. T

B. 1. Use resources in the classroom to find information on those careers that interest you.

2. Check what abilities are needed to be a success at the career.

3. Match your abilities with those required for the career.

4. If the career requires abilities you do not have, look at other careers that are similar.

C-D. Evaluated to the satisfaction of the instructor

UNIT VI

UNDERSTANDING YOURSELF

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Ability--the power or means to do something
2. Agility--the ability to move with quickness and ease
3. Appearance--the way a person or thing looks
4. Aptitude--an ability you have naturally; quickness to learn
5. Attitude--the way of acting or behaving that shows what a person is thinking or feeling
6. Courteous--polite and kind; thoughtful of others
7. Emotional stability--the ability to remain calm under stressful situations
8. Enthusiasm--showing a strong liking or interest
9. Foresight--looking ahead and planning for the future
10. Grace--smoothness and ease of movement
11. Independent--not influenced by others; thinking for oneself
12. Initiative--the ability to get things started or done without needing to be told what to do
13. Inquisitive--curious; asking many questions
14. Interest--something to which you give special attention
15. Loyalty--faithfulness
16. Open-minded--willingness to consider new plans or ideas
17. Perseverance--staying with something in spite of influences, opposition, or discouragement
18. Personality traits--distinguishing qualities of a person
19. Physical stamina--the strength to hold up under pain, weariness, etc.
20. Physical traits--distinguishing qualities of the body
21. Self-concept--the mental image one has of oneself
22. Sympathetic--able to share feelings; able to feel sorry for another person's suffering

INFORMATION

23. Tact--a sense of what is the right thing to do or say without causing anger or hurt feelings

24. Temperament--one's usual nature or mood

25. Unique--something that is completely different from anything else

UNIT VI

UNDERSTANDING YOURSELF

ACTIVITY SHEET 1--WORD FIND

Directions: Match the terms from the Information Sheet to their correct definitions by writing the term in the blank. Then, locate the term in the Word Find by drawing a line through the term.

P E E P P H Y S I C A L T R A I T S Z S
E Y A I G H V P S U O E T R U O C A E S
R Y S B A T T I T U D E C F G L O C C T
S T Y L B N C T E M P E R A M E N T G I
E I M Q I S G O B Y L G P S B A Q F H A
V L P C L B T C A T C J B G R A C E J R
E I A Y I J D A B I A L N A N R S N O T
R B T D T Q G S E L O J E U Q I N U P Y
A A H L Y L O B K I A P L R B F L Q I T
N T E K E B A C E G P D A C P O U T N I
C S T J S N D Y J A J M G S N R V X I L
E L I H E R A L O R C J R B L E A O T A
F A C G O P S Y H L A P L O R S N C I N
I N T E R E S T E R E E D U T I T P A O
M O P E N M I N D E D D D S M G A C T S
P I N D E P E N D E N T P C O H O O I R
R T A B S S E L F C O N C E P T L T V E
D O P E N L M S A I S U H T N E L J E P
F M K J I N Q U I S I T I V E O C Q B F
G E H A A N I M A T S L A C I S Y H P A

________________ 1. Distinguishing qualities of a person

________________ 2. The power or means to do something

________________ 3. A way of acting or behaving that shows what a person is thinking or feeling

________________ 4. Looking ahead and planning for the future

________________ 5. Faithfulness

________________ 6. Willingness to consider new plans or ideas

________________ 7. Smoothness and ease of movement

________________ 8. The way a person or thing looks

________________ 9. Something to which you give special attention

________________10. The mental image one has of oneself

________________11. A sense of what is the right thing to do or say without causing anger or hurt feelings

________________12. One's usual nature or mood

________________13. Something that is completely different from anything else

________________14. An ability you have naturally; quickness to learn

________________15. Distinguishing qualities of the body

________________16. The ability to move with quickness and ease

________________17. The strength to hold up under pain, weariness, etc.

________________18. Polite and kind; thoughtful of others

________________19. Showing a strong liking or interest

________________20. Able to share feelings; able to feel sorry for another person's suffering

________________21. Staying with something in spite of influences, opposition, or discouragement

________________22. Asking many questions; curious

________________23. The ability to remain calm under stressful situations

________________24. Not influenced by others; thinking for oneself

________________25. The ability to get things started or done without needing to be told what to do

UNDERSTANDING YOURSELF

INFORMATION SHEET 2--WHY UNDERSTANDING YOURSELF IS IMPORTANT IN CAREER PLANNING

I. The first step in deciding whether you would like to pursue a career classified in this occupational area is to develop a thorough understanding of yourself.

II. Why Understanding Yourself Is Hard To Do

   A. People are hard to understand; many traits and characteristics make the total person.

   B. If you are like most people, you most likely have not taken time to appraise (evaluate) yourself.

   C. You cannot compare the total you to anyone else--you are unique.

   D. Who you are is determined by many factors.

      1. Your parents

      2. Your experiences

      3. Your environment

      4. Your friends

III. An Understanding of Yourself Is Important to Career Choice

   A. Being unique means that the career you choose will most likely be different from any chosen by your friends.

      1. Merely choosing a career because someone you know and/or admire has that career does not mean that it will be the best for you.

      2. You should choose a career that will make you happy.

   B. Most careers are unique, also.

      1. Because the duties and responsibilities of careers will differ, certain personal qualifications are needed by those who aspire to certain careers.

      2. Because careers differ, you need to match your personal traits to those careers in which your chances for success are the greatest.

   C. Experts have different ideas as to why people choose the careers they do.

   D. Their ideas may differ, but they all agree that a true understanding of yourself is very important for making sure you choose a career that you will both be happy with and in which you will be successful.

IV. Those Qualities About Yourself That Should Influence Your Career Choice

A. Your needs

1. Lifestyle

2. Work

B. Your personality traits

C. Your physical traits

D. Your interests

E. Your aptitudes

F. Your abilities

(NOTE: The three most common qualities measured are: interests, aptitudes, and abilities.)

V. Ways to Help You Gain an Understanding of Yourself

A. Tests have been developed to help you select careers based on information about yourself.

1. These tests are different from most tests you usually take.

2. You are often given a score, rather than a grade.

3. Some tests compare you to others who are presently in the work force.

a. Traits and skills that are necessary for career success are identified.

b. Your scores are used to predict your career success in certain careers.

(NOTE: The questions must be answered honestly; otherwise, the answers will be of no help in selecting a career which would be best for you.)

4. You can't study to improve your scores--the questions are about _you_.

5. Some employers give applicants work-sample tests to predict their success in the job for which they are applying.

EXAMPLE: Giving an applicant who is applying for the position of typist a typing test

(NOTE: Many times, practice and/or studying can improve these types of test scores.)

B. Complete to the best of your ability those activities which are designed to:

1. Assist you in understanding yourself.

2. Provide you with experiences similar to those which actual workers would encounter in their daily routines.

C. Share information about yourself with others; discussing your interests, needs, aptitudes, etc., with others will often assist you in understanding yourself.

(NOTE: Always show consideration for others' opinions.)

UNIT VI

UNDERSTANDING YOURSELF

ACTIVITY SHEET 2--YOUR EXPERIENCES MAKE YOU UNIQUE

Directions: Read the following:

John bought a dog. He took it home. John lives in the country.

Answer these questions:

1. When reading the first sentence, what color dog did you see in your mind? Have you had a dog that color? Do you know someone who has?

2. What color house do you think John lives in? Describe his house.

3. Describe the picture you see in your mind when you think of the word country.

4. Share your information with the class.

ACTIVITY

UNIT VI

UNDERSTANDING YOURSELF

ACTIVITY 3--DREAMS CAN COME TRUE; EVALUATING YOUR LIFESTYLE NEEDS

Directions: Yes, daydreaming can help you determine what your lifestyle needs will be in the future. Do not begin this activity until your teacher gives you instructions; then you should follow them closely.

Describe your home.

Describe its furnishings.

Did you live in a rural area, small city, or large city?

Describe the landscape of the area in which you were living.

Did you have children? If so, how many?

If you were married, describe your husband/wife.

Describe the type of transportation you were using to get to and from work.

Describe where you were working.

Describe the clothes you were wearing.

Describe what you were doing on your day off.

UNDERSTANDING YOURSELF

ACTIVITY SHEET 4--WHAT ARE YOUR WORK NEEDS?

Directions: Rate the work needs listed below according to this scale: 1-very necessary; 2-important; 3-don't need. When you have rated the work needs, go back and list those as you rated 1; then list those you rated 2.

_____ vacation time

_____ satisfaction from work

_____ opportunity for travel

_____ varying job duties

_____ recognition

_____ status

_____ salary/wages

_____ security

_____ working hours

_____ location of work (city, state, county)

_____ interaction with other people

_____ working conditions

_____ fringe benefits

_____ chances for promotion

_____ to be in charge

NEEDS RATED AS #1:

NEEDS RATED AS #2:

UNDERSTANDING YOURSELF

ACTIVITY SHEET 5--RATING YOUR PERSONALITY TRAITS

Directions: Rate your personality traits by placing a check in the appropriate blank.

Traits	1 Good/Yes	2 Fair/Somewhat	3 Poor/No
Attitude			
Courteous			
Dependable			
Emotional Stability			
Enthusiasm			
Foresight			
Friendly			
Honesty			
Independent			
Initiative			
Inquisitive			
Loyalty			
Motivation			
Open-minded			
Perseverance			
Punctuality			
Self-concept			
Sympathetic			
Tact			
Temperament			

PERSONALITY TRAITS RATED AS #1:

PERSONALITY TRAITS RATED AS #2:

UNIT VI

UNDERSTANDING YOURSELF

ACTIVITY SHEET 6--RATING YOUR PHYSICAL TRAITS

Directions: Rate your physical traits by placing a check in the appropriate blank.

Traits	1 Good/Yes	2 Fair/Somewhat	3 Poor/No
Agility			
Appearance			
Average body height			
Average body weight			
Coordination			
Eyesight			
Grace			
Health			
Hearing			
Physical stamina			
Sense of balance			
Sense of smell			
Sense of taste			
Strength			
Voice			

ACTIVITY

PHYSICAL TRAITS RATED AS #1:

PHYSICAL TRAITS RATED AS #2:

UNIT VI

UNDERSTANDING YOURSELF

INFORMATION SHEET 3--INTERESTS

I. Why You Should Learn What Your Interests Are

A. Interests affect your lifestyle.

1. The hobby(ies) you pursue
2. The people with whom you come in contact
3. The money you need to pursue your interests

B. Your interests often satisfy social/emotional needs.

EXAMPLES: Companionship, prestige

C. Your interests determine your likes and dislikes.

D. Your interests determine your strengths and weaknesses.

E. Your interests will influence greatly the career you choose.

1. Because your interests will influence the experiences you have and the people with whom you come in contact, you are more likely to choose a career which is related to your interests.
2. If you are interested in an activity, you will put forth extra effort and time in ensuring it is done to your satisfaction; therefore, the chances are greater that you will be successful in a career related to your interests.

II. How You Can Find Out What Your Interests Are

A. Ask yourself these questions.

1. How do I spend my spare time?
2. What are my favorite classes in school?
3. What classes have I chosen as electives?
4. What are my hobbies?
5. If I seem to change hobbies often, is there a pattern to the types of hobbies I pursue?

   EXAMPLE: Sketching cartoons; painting landscapes.

6. If there a pattern to the type of television shows I watch, the books I read, the articles in magazines and newspapers that catch my eye, etc.?

   EXAMPLE: Movies, books, and magazine articles which are all related to the health field.

B. Complete those forms which are designed to measure interests.

EXAMPLES: Inventories, check lists.

III. What To Do After You Identify Your Interests

A. Use resources that will assist you in matching your interests to related careers.

(NOTE: After completing some standardized interest inventories, you will be given a profile sheet that lists those careers that match your interests.)

B. Find out all you can about those careers that match your interests.

1. Check out books from your school and/or community library that contain information about the careers.

2. Talk to people who currently are employed in the careers identified.

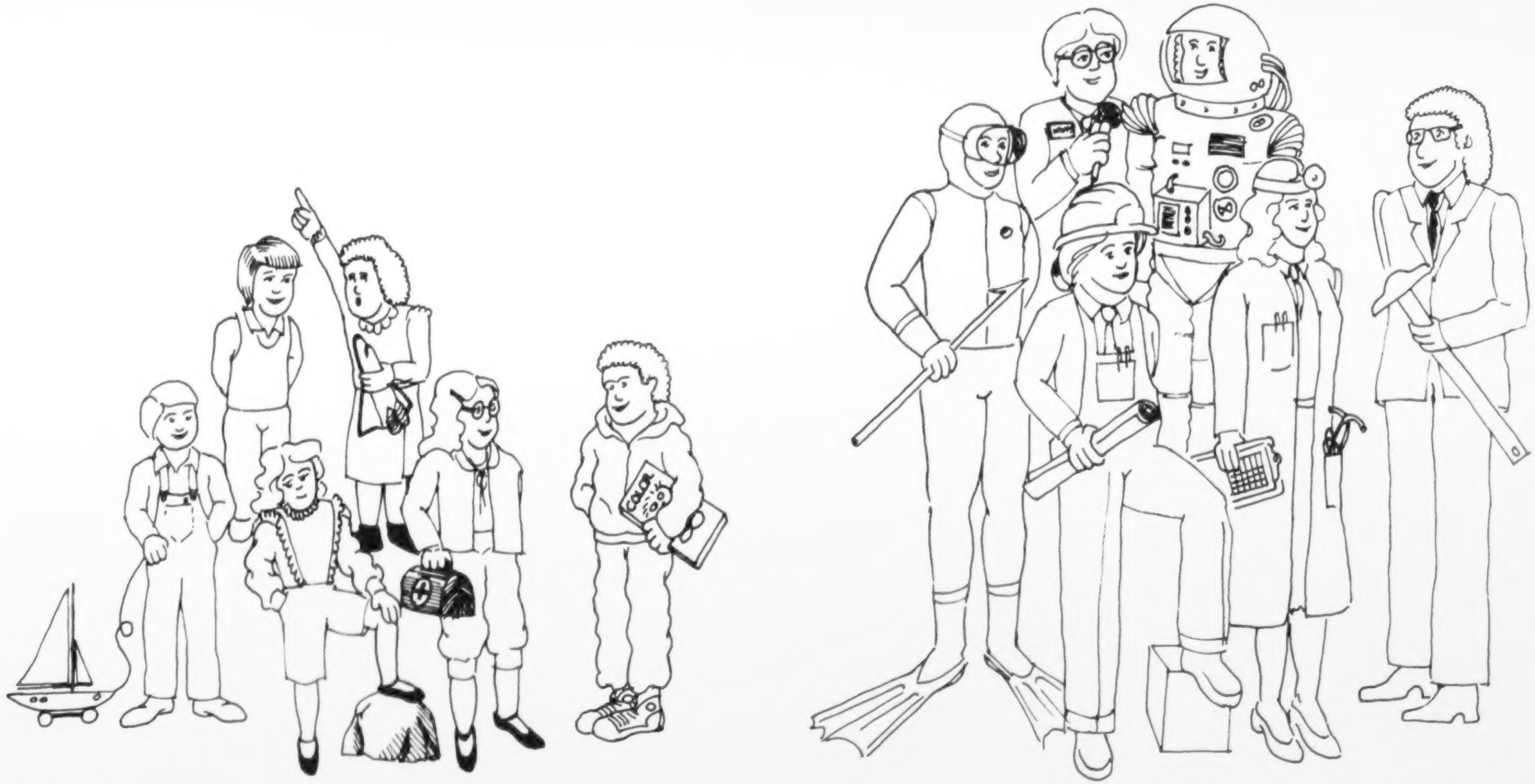
3. Visit work sites of those careers identified.

4. Complete activities and participate in experiences which would provide you with exposure to those careers which were identified.

EXAMPLES: Work samples, Career Days

IV. Always Remember That Your Interests Could Change As You Are Exposed to New Experiences

INTERESTS INFLUENCE THE CAREER YOU CHOOSE



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UNDERSTANDING YOURSELF

ACTIVITY SHEET 7--DISCOVERING YOUR INTERESTS

Directions: Answer the following questions by placing a check in the blank that best answers the questions about you.

A. DO YOU ENJOY:	YES	NO
1. Reading?	___	___
2. Writing poetry?	___	___
3. Being in plays?	___	___
4. Singing?	___	___
5. Playing a musical instrument?	___	___
6. Dancing?	___	___
7. Working with crafts?	___	___
8. Taking pictures?	___	___

Total Yes Answers ___________

B. DO YOU ENJOY:	YES	NO
1. Solving puzzles?	___	___
2. Working math problems?	___	___
3. Conducting experiments?	___	___
4. Science courses?	___	___
5. Collecting rocks?	___	___
6. Studying plants?	___	___
7. Watching medical shows on television?	___	___
8. Reading articles related to health problems and diseases?	___	___

Total Yes Answers ___________

C. DO YOU ENJOY:	YES	NO
1. Raising animals?	___	___
2. Caring for animals?	___	___
3. Raising plants?	___	___
4. Belonging to organizations such as FFA or 4-H?	___	___
5. Planting or trimming trees?	___	___
6. Camping?	___	___
7. Fishing?	___	___
8. Hunting?	___	___

Total Yes Answers ___________

D. DO YOU ENJOY:	YES	NO
1. Watching television detective shows?	___	___
2. Watching television police shows?	___	___
3. Helping people?	___	___
4. Danger?	___	___
5. Handling guns?	___	___
6. Studying first aid procedures?	___	___
7. Trying to solve mysteries?	___	___
8. Reading about reports of crime?	___	___

Total Yes Answers ___________

E. DO YOU ENJOY:	YES	NO
1. Building things?	___	___
2. Reading blueprints?	___	___
3. Courses such as mechanical drawing?	___	___
4. Working with your hands?	___	___
5. Repairing and installing parts on an automobile?	___	___

6.	Math?	___	___
7.	Working with tools?	___	___
8.	Finding out how airplanes, ships, trains and other means of transportation work?	___	___

Total Yes Answers ___________

F.	DO YOU ENJOY:	YES	NO
1.	Using measuring devices?	___	___
2.	Using machines?	___	___
3.	Math?	___	___
4.	Finding errors in work others have done?	___	___
5.	Doing the same thing over and over again?	___	___
6.	Preparing machines for use by others?	___	___
7.	Working with tools?	___	___
8.	Working with machines and tools rather than people?	___	___

Total Yes Answers ___________

G.	DO YOU ENJOY:	YES	NO
1.	Working with computers?	___	___
2.	Typing?	___	___
3.	Working with numbers?	___	___
4.	Handling money?	___	___
5.	Doing the same thing for hours at a time?	___	___
6.	Math problems related to business?	___	___
7.	Accounting?	___	___
8.	Finding errors?	___	___

Total Yes Answers ___________

H.	DO YOU ENJOY:	YES	NO
1.	Selling things?	___	___
2.	Persuading others?	___	___
3.	Raising money for school and/or civic projects?	___	___
4.	Shopping?	___	___
5.	Giving speeches?	___	___
6.	Participating in arguments?	___	___
7.	Attending auctions?	___	___
8.	Working basic math problems (simple addition, subtraction, multiplication, and division?)	___	___

Total Yes Answers ___________

I.	DO YOU ENJOY:	YES	NO
1.	Giving speeches?	___	___
2.	Planning parties?	___	___
3.	Styling hair?	___	___
4.	Applying make-up?	___	___
5.	Exercising?	___	___
6.	Helping others?	___	___
7.	Going to health spas?	___	___
8.	Changing the appearance of others?	___	___

Total Yes Answers ___________

J.	DO YOU ENJOY:	YES	NO
1.	Helping others with their problems?	___	___
2.	Studying human behavior?	___	___
3.	Taking first aid courses?	___	___
4.	Caring for people who are ill or injured?	___	___

5.	Teaching others how to do things?	___	___
6.	Children?	___	___
7.	Emergency situations which call for your immediate actions?	___	___
8.	Attending religious services?	___	___

Total Yes Answers ___________

K.	DO YOU ENJOY:	YES	NO
1.	Solving difficult math problems?	___	___
2.	Finding out what others' opinions are?	___	___
3.	Conducting surveys?	___	___
4.	Giving speeches?	___	___
5.	Participating in organizations such as Student Council, FFA, FHA?	___	___
6.	Reading about legal matters, such as lawsuits, murder cases?	___	___
7.	Writing computer programs?	___	___
8.	Writing stories and letters?	___	___

Total Yes Answers ___________

ACTIVITY

TO FIND OUT WHAT YOUR ANSWERS MEAN:

1. Write the letter of the group that had the most yes answers. ______
2. Write the letter of the group that had the next highest number of yes answers. ______
3. Match the letters to the chart to find out what type(s) of careers and career cluster areas match your interests.

A. Look at careers which would allow you to express your creativity.

EXAMPLES: Actor/actress, artist, photographer, singer, model.

CORRESPONDING CLUSTER AREAS: Artistic, Fine Arts and Humanities; Communications and Media; Things, People

B. Look at careers which would allow you to discover, collect, and analyze information about our natural world.

EXAMPLES: Doctor, laboratory technician, zoologist, biologist, geologist.

CORRESPONDING CLUSTER AREAS: Scientific; Health; Agribusiness and Natural Resources; Environment; Marine Science; Investigative; data

C. Look at careers which would allow you to work with either plants or animals.

EXAMPLES: Forester, farmer, rancher, gamekeeper, fish culturist, dog trainer.

CORRESPONDING CLUSTER AREAS: Plants and Animals; Agribusiness and Natural Resources; Environment; Hospitality and Recreation; Realistic; things

D. Look at careers which would allow you to protect people and property.

EXAMPLES: Police officer, fire fighter, fish and game warden, private detective.

CORRESPONDING CLUSTER AREAS: Protective; Public Services; Agribusiness and Natural Resources; Personal Services; Social; people; things

E. Look at careers which would allow you to apply mechanical principles to practical use of machines and tools.

EXAMPLES: Automobile mechanic, pilot, engineer, quality control inspector, carpenter, architect.

CORRESPONDING CLUSTER AREAS: Mechanical; Construction; Transportation; Realistic; things

F. Look at careers which would allow you to work with machines and tools to make products.

EXAMPLES: Tool designer, machinist, quality control inspector, welder, assembler, line inspector.

CORRESPONDING CLUSTER AREAS: Industrial; Manufacturing; Construction; Realistic; things

G. Look at careers which would allow you to perform activities requiring attention to details and accuracy.

EXAMPLES: Lawyer, accountant, comptroller, secretary, file clerk, telephone operator, mail clerk.

CORRESPONDING CLUSTER AREAS: Business Detail; Business and Office; Public Services; Communications and Media; Conventional; data; things

H. Look at careers which would allow you to persuade others.

EXAMPLES: Salesperson, product designer, auctioneer, vendor.

CORRESPONDING CLUSTER AREAS: Selling; Marketing and Distribution; Enterprising; people

I. Look at careers which would allow you to attend to the wishes of others.

EXAMPLES: Hair stylist, bellhop, chauffeur, flight attendant, aerobics instructor.

CORRESPONDING CLUSTER AREAS: Accommodating; Personal Services; Hospitality and Recreation; Transportation; Social; people

J. Look at those careers which would allow you to help people with mental, spiritual, social, physical, or vocational concerns.

EXAMPLES: Teacher, nurse, social service worker, counselor, psychologist, clergyperson.

CORRESPONDING CLUSTER AREAS: Humanitarian; Public Services; Fine Arts and Humanities; Social; people

K. Look at those careers which would allow you to lead and/or influence others.

EXAMPLE: Manager, lawyer, news reporter, administrator, sociologist, market research analyst.

CORRESPONDING CLUSTER AREAS: Leading/Influencing; Business and Office; Public Service; Marketing and Distribution; Communications and Media; Enterprising; people; data

ACTIVITY

UNIT VI

UNDERSTANDING YOURSELF

INFORMATION SHEET 4--APTITUDES

I. Why You Should Learn What Your Aptitudes Are

A. Knowing what your aptitudes are can help you narrow your alternatives of careers to those that you are most likely to do the best in with the least amount of effort.

B. Knowing what your aptitudes are will help you predict how well you will perform on a job.

C. Knowing what your aptitudes are will help you and others predict how well you will do with additional training and/or education.

EXAMPLE: The Scholastic Aptitude Test tells you and others the chances you have for success in college.

D. Knowing what your aptitudes are will help you predict the level you are likely to reach in school and in work.

E. Knowing what your aptitudes are will give you an idea of your strengths and weaknesses.

II. Ways to Find Out What Your Aptitudes Are

A. Ask yourself "What things am I really good at?"; "What things have I found that I really don't have to put forth much effort to do correctly?"

B. Complete tests designed to measure several aptitudes.

1. These tests are often called aptitude batteries.

2. They are usually given by employment agencies so that the agency will know what type of job in which to place you.

3. The test that is given by the Texas Employment Commission is the General Aptitude Test Battery.

C. Complete tests that measure specific aptitudes.

1. These lists are given by business, technical, and specialized schools.

   EXAMPLE: Clerical tests, art tests, music tests

2. They are used to predict your success in completing training programs in these areas.

III. Why Aptitude Tests Are Given

A. To survey your aptitudes in order to plan for your education and/or training

B. To better understand your good points that you already know exist

C. To help make decisions about instant entry into work

EXAMPLE: Those tests are given by employment agencies.

D. To help you narrow your career alternatives

IV. Can Aptitude Test Scores Be Improved?

A. In some cases, aptitude test scores can be raised by practice.

B. The purpose, however, of aptitude tests is to give you an idea of what you are good at naturally.

V. How Aptitude Tests Are Able to Measure Aptitudes

A. Aptitudes that are needed to be successful in certain areas are identified.

B. Aptitudes are broken down into factors.

C. These factors are used to predict aptitude.

EXAMPLE: The aptitude of intelligence has the following factors: how well you understand what you hear or read, how well you can reason problems that deal with numbers, how well you can see how certain figures can be made into an object, and how well you can remember things.

D. Tests are then made that measure the factors.

E. After taking some aptitude tests, scores you receive are compared to careers that require use of the aptitudes in performing the job tasks.

VI. What to Do After You Discover Your Aptitudes

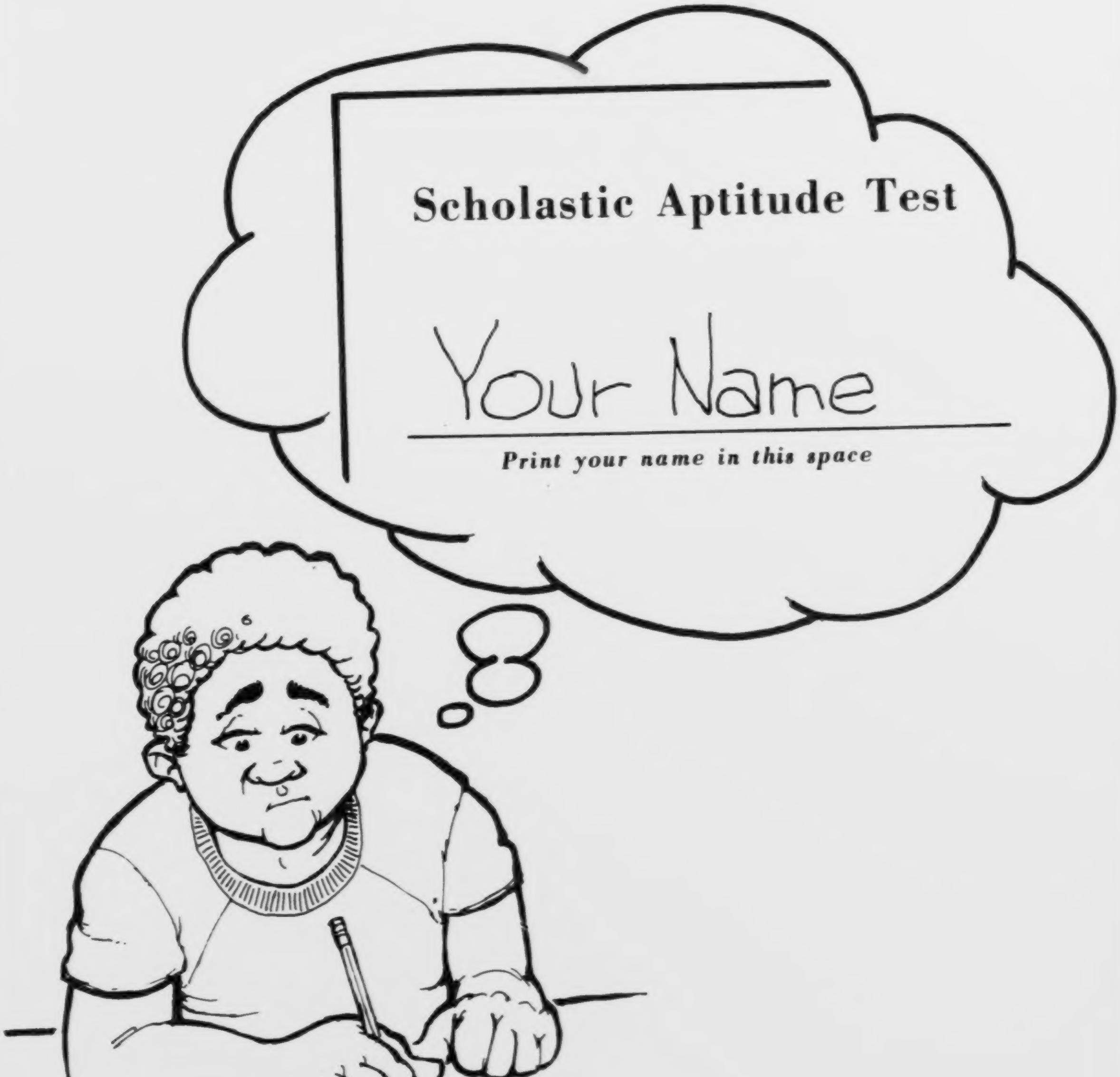
A. Use resources in your classroom to find more information on careers that have your aptitudes.

B. Interview workers in the careers you are interested in to find what aptitudes they feel are important.

C. If a career that you are truly interested in does not require the use of the aptitudes that you have found that you possess, look at careers that are similar.

(NOTE: Often, careers that are similar require aptitudes that are different.)

APTITUDE TESTS
HELP PREDICT YOUR SUCCESS


Scholastic Aptitude Test
Your Name
Print your name in this space

THE NINE
MOST COMMON APTITUDES

APTITUDE G–INTELLIGENCE	General learning ability. The ability to "catch on" or understand instructions and underlying principles. Ability to reason and make judgments. Closely related to doing well in school.
APTITUDE V–VERBAL	Ability to understand meanings of words and ideas associated with them and to use them effectively. To present information or ideas clearly.
APTITUDE N–NUMERICAL	Ability to perform mathematical operations quickly and accurately.
APTITUDE S–SPATIAL	Ability to comprehend forms in space and understand relationships of plane and solid objects. May be used in such tasks as blueprint reading and in solving geometry problems.
APTITUDE P–FORM PERCEPTION	Ability to perceive pertinent detail in objects. To make comparisons and discriminations and see slight differences in shapes and shadings of figures and widths and lengths of lines.
APTITUDE Q–CLERICAL PERCEPTION	Ability to perceive pertinent detail in verbal or tabular material. To observe differences in copy, to proofread words and numbers.
APTITUDE F–FINGER DEXTERITY	Ability to move the fingers and manipulate small objects with the fingers rapidly or accurately.
APTITUDE M–MANUAL DEXTERITY	Ability to move the hands easily and skillfully. To work with the hands in placing and turning motions.
APTITUDE K–MOTOR COORDINATION	Ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed. Ability to make a movement response accurately and quickly.

UNDERSTANDING YOURSELF

ACTIVITY SHEET 8--MEASURING YOUR CLERICAL APTITUDE

Directions: This activity measures your ability to observe differences in copy and to proofread words and numbers. To find out if you have this aptitude, look at each set of items, circle the S if the set is the SAME or N if the set is NOT the same. Begin only when your teacher has gone over the directions and has given you instructions to start.

1.	Addie Johnson	Addie Johnsen	S	N
2.	Youngjoo Yoon	Youngjoo Yoon	S	N
3.	S. Cunningham	S. Cunningham	S	N
4.	Jan Skrivanek	Jan Skrabanek	S	N
5.	Phillis House	Phillip House	S	N
6.	Albert Jimenez	Albert Jimenez	S	N
7.	Irene Lunceford	Irene Lunsford	S	N
8.	Convenience	Convenience	S	N
9.	Acquaintance	Acquaintence	S	N
10.	Box Inc.	Box Icn.	S	N
11.	892 346	892 346	S	N
12.	503 CND	503 GND	S	N
13.	1C606F7	1C606F7	S	N
14.	WMMWW	WWMMW	S	N
15.	593-50-7642	592-50-7642	S	N
16.	726-98-1124	726-98-1214	S	N
17.	BZR-AO-FZXP	BZR-AO-FZXP	S	N
18.	4296	4276	S	N
19.	MgFd	Mgd	S	N
20.	2LQ8	21Q8	S	N

ACTIVITY

UNIT VI

UNDERSTANDING YOURSELF

ACTIVITY SHEET 9--MEASURING YOUR NUMERICAL APTITUDE

Directions: This activity measures your ability to compute mathematical problems accurately and quickly. Circle the letter of the correct answer to each of these problems. You may use the activity sheet to figure your answers. Do not begin until your instructor tells you to do so.

1. Bill makes $1.25 an hour. How much would he make if he worked 6 hours?
   a. $6.50
   b. $6.00
   c. $7.50
   d. None of these

2. Lucy sold 1/3 as many computers this month as she did last month when she sold 24. How many computers did she sell this month?
   a. 8 1/3
   b. 7 1/3
   c. 8
   d. None of these

3. 540
   + 312
   a. 742
   b. 852
   c. 850
   d. None of these

4. 654
   832
   114
   + 508
   a. 2008
   b. 2108
   c. 2248
   d. None of these

5. 54 + 16 =
   a. 80
   b. 70
   c. 40
   d. None of these

6. 42 1/2
   + 3 3/4
   a. 45 1/4
   b. 46 1/2
   c. 46 1/4
   d. None of these

7. 426
   - 159
   a. 276
   b. 267
   c. 278
   d. None of these

8. 793
   - 21
   a. 762
   b. 752
   c. 772
   d. None of these

9. 9.36
   - 4.50
   a. 5.76
   b. 4.86
   c. 3.76
   d. None of these

10. $\begin{array}{r}27\\ \underline{-\ 12}\end{array}$

a. 15
b. 25
c. 35
d. None of these

11. $\begin{array}{r}9\ 3/8\\ \underline{-\ 2\ 1/4}\end{array}$

a. 6 2/4
b. 7 1/8
c. 7 1/4
d. None of these

12. $\begin{array}{r}34\\ \underline{\times\ 12}\end{array}$

a. 408
b. 208
c. 608
d. None of these

13. $\begin{array}{r}563\\ \underline{\times\ \ 48}\end{array}$

a. 28042
b. 27024
c. 27014
d. None of these

14. $7\overline{)\,63\ }$

a. 9
b. 8
c. 7
d. None of these

15. 104 ÷ 13 =

a. 8.6
b. 8
c. 8.4
d. None of these

16. 2 1/2 ÷ 1/4 =

a. 10
b. 12 1/2
c. 10 1/4
d. None of these

17. 78 x 10 =

a. 790
b. 780
c. 770
d. None of these

18. 29 - 4 =

a. 15
b. 16
c. 17
d. None of these

19. 999 - 99 =

a. 911
b. 900
c. 811
d. None of these

20. 450 + 490 =

a. 940
b. 860
c. 920
d. None of these

UNIT VI

UNDERSTANDING YOURSELF

ACTIVITY SHEET 10--MEASURING YOUR FORM PERCEPTION APTITUDE

Directions: This activity measures your ability to perceive detail in objects.

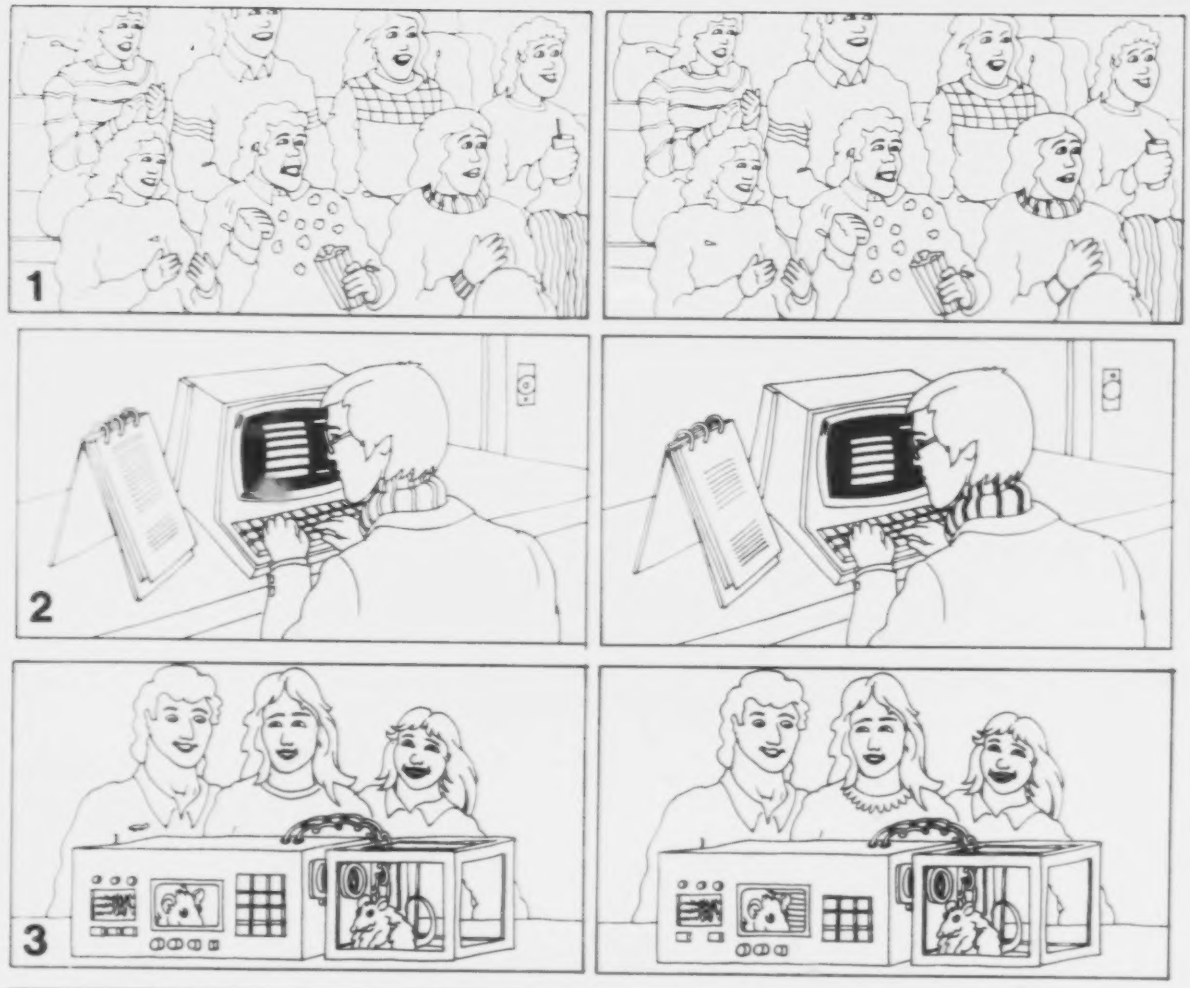
FIGURE 1--WHAT HAS CHANGED?

1. The first page has five groups of drawings, look carefully at the drawing on the left.
2. Look at the second drawing. There are six things that are different.
3. Circle the six things wrong in each picture.
4. Do not begin until your teacher instructs you to do so.

FIGURE 2--WHICH IS THE SAME?

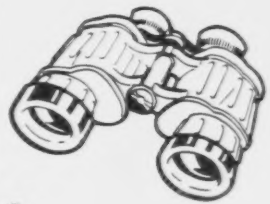
1. Look carefully at the figure on the left.
2. Circle the letter of the figure on the right that is exactly the same as the figure on the left.
3. Do not begin until your teacher instructs you to do so.

Figure 1



ACTIVITY

Figure 2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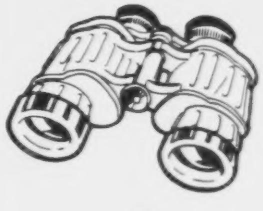
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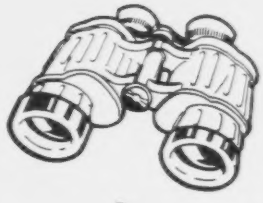
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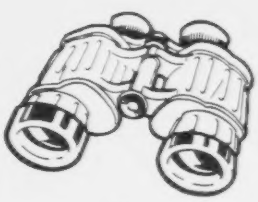
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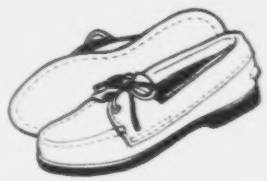
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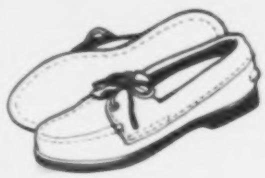
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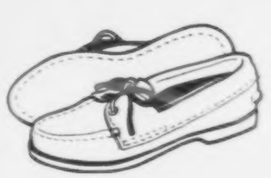
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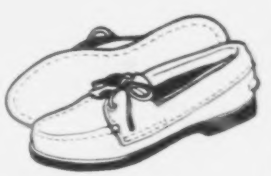
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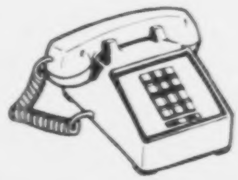
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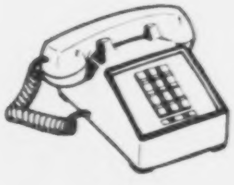
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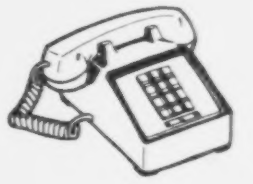
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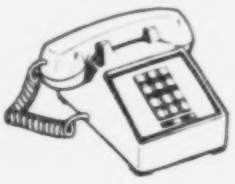
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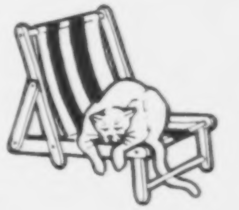
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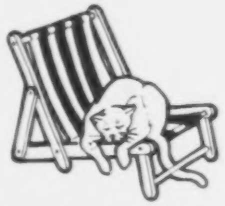
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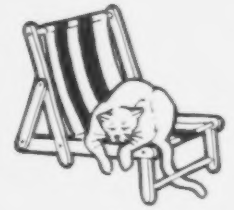
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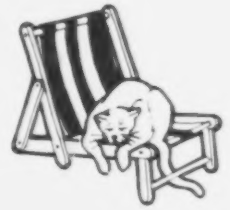
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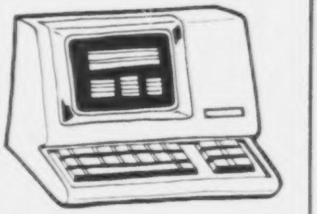
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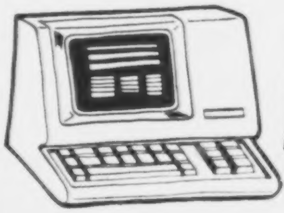
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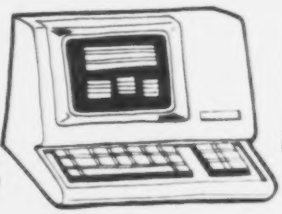
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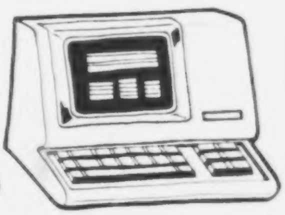
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ACTIVITY

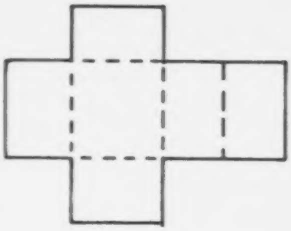
UNIT VI

UNDERSTANDING YOURSELF

ACTIVITY SHEET 11--MEASURING YOUR SPATIAL PERCEPTION APTITUDE

Directions: This activity measures your ability to understand relationships of plane and solid objects. To find out if you possess this aptitude:

1. Look carefully at the figure on the left.
2. The figure, if folded as indicated, would become one of the drawings on the right.
3. Circle the letter of the correct figure.
4. Do not begin this activity until instructed to do so.



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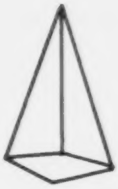

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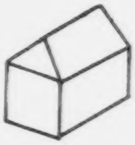

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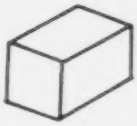

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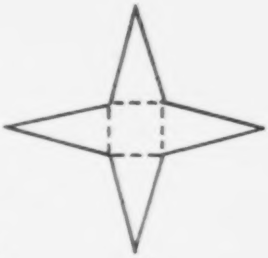

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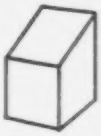

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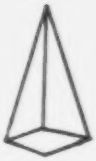

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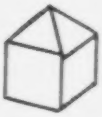

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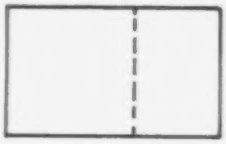

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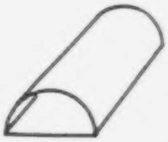

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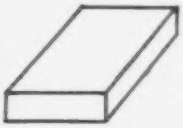

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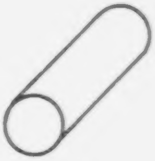

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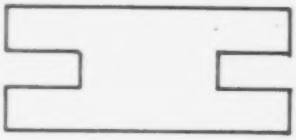

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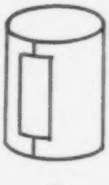

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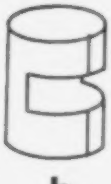

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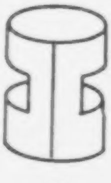

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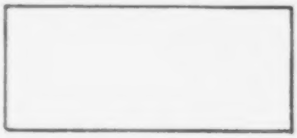

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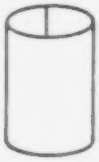

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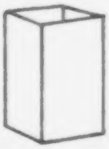

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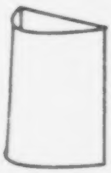

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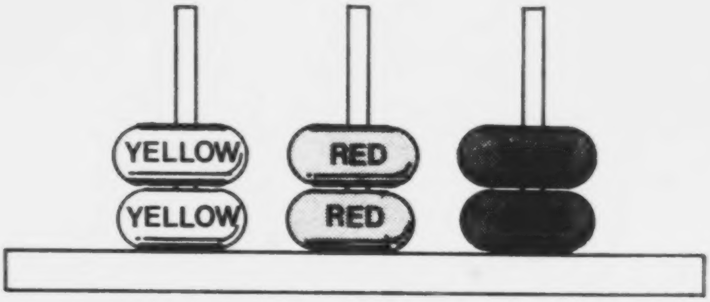
ACTIVITY

UNDERSTANDING YOURSELF

ACTIVITY SHEET 12--MEASURING YOUR FINGER DEXTERITY APTITUDE

Directions: This activity measures your finger dexterity aptitude--your ability to move your fingers and rapidly and accurately handle small objects with your fingers.

1. When your teacher instructs you to start, you will place the washers in the order below:



2. Your teacher will use a stopwatch to record the time it took for you to place the washers on the correct rods.

3. Record your time on ACTIVITY SHEET 14--APTITUDE CHART.

UNIT VI

UNDERSTANDING YOURSELF

ACTIVITY 13--MEASURING YOUR MOTOR COORDINATION APTITUDE

Directions: This activity measures your ability to coordinate your eyes and hands rapidly and accurately in making precise movements with speed.

1. Use the paddle ball to measure your aptitude.
2. Keep the paddle ball in play as long as possible.
3. Your teacher will time your performance (how long you keep the paddle ball in play.)
4. Record your time on ACTIVITY SHEET 14--APTITUDE CHART

UNDERSTANDING YOURSELF

ACTIVITY SHEET 14--APTITUDE CHART

Directions: 1. Record the results of your aptitude activities completed in this unit.

APTITUDE MEASURED	No. of Questions	No. Correct	Time
Clerical	20		
Numerical	20		
Form Perception	10		
Spatial	5		
Finger Dexterity	N/A		
Motor Coordination	N/A		

2. List two aptitudes that were measured in which you feel you did the best:

a.

b.

UNIT VI

UNDERSTANDING YOURSELF

INFORMATION SHEET 5--ABILITIES

I. Why You Should Learn What Your Abilities Are

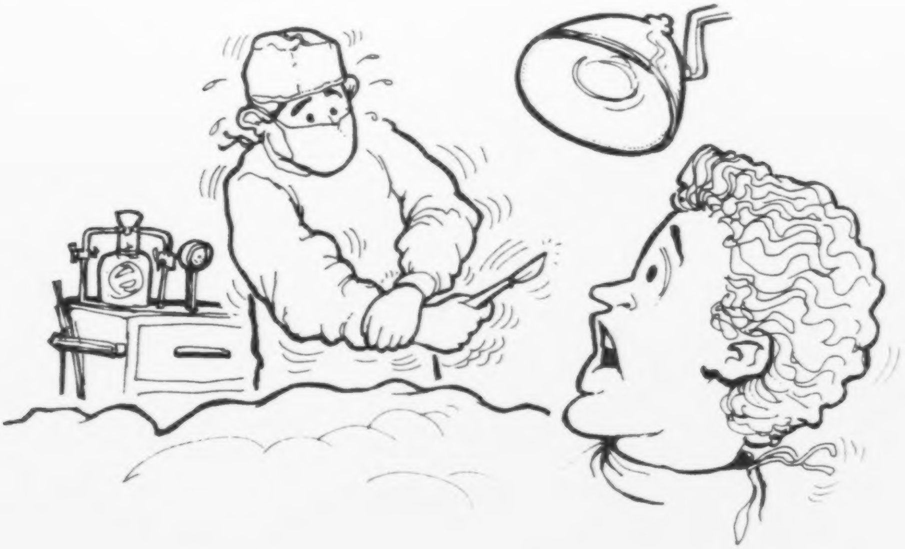
   A. Knowing what your abilities are can serve as a means for learning your strengths and weaknesses.

   B. Knowing what your abilities are can help you avoid choosing a career with which you would be unhappy.

      1. Your interest in a certain career does not guarantee that you will be successful in it.

      2. You must be able to perform the duties that make the career.

      EXAMPLE:



   C. Knowing what your abilities are can help you narrow your choice of careers.

II. Ways to Find Out What Your Abilities Are

   A. Check the grades you have made. They will help you find out in which subjects you do best.

   (NOTE: Only if you completed all assignments and did your best.)

B. Check your achievement level; it will give you an idea of your strengths and weaknesses.

(NOTE: Achievement tests are usually given each year. If you do not already know the results, check with your school counselor.)

C. Think of those things that others have said you do well.

D. Complete ability test measures.

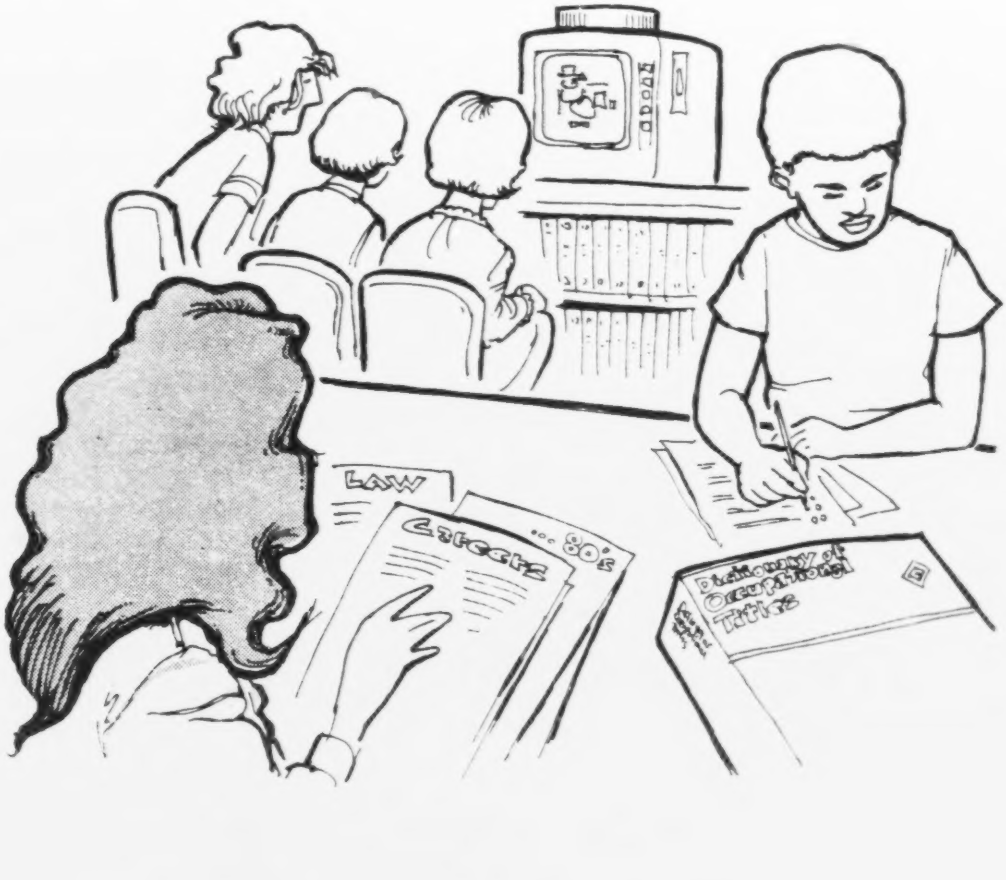
III. Steps to Take After You Discover Your Abilities

A. Use resources in your classroom to find information about those careers that interest you.

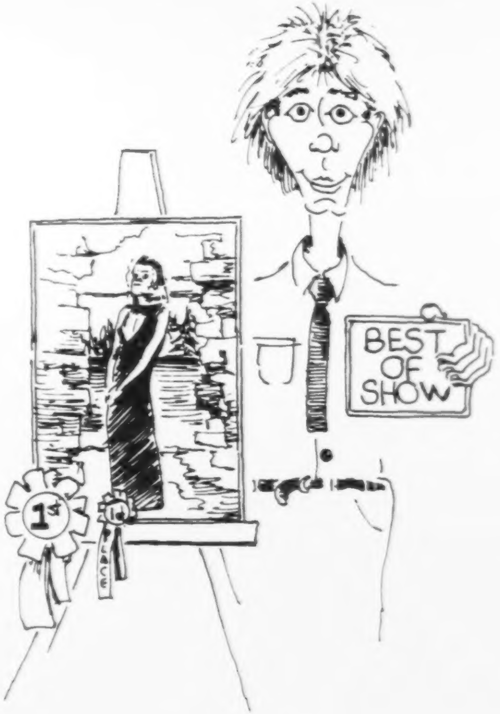
B. Check what abilities are needed to be a success in the career.

C. Match your abilities with those required for the job.

D. If the career requires abilities you do not have, look at other careers that are similar.



MATCH YOUR ABILITIES TO CAREERS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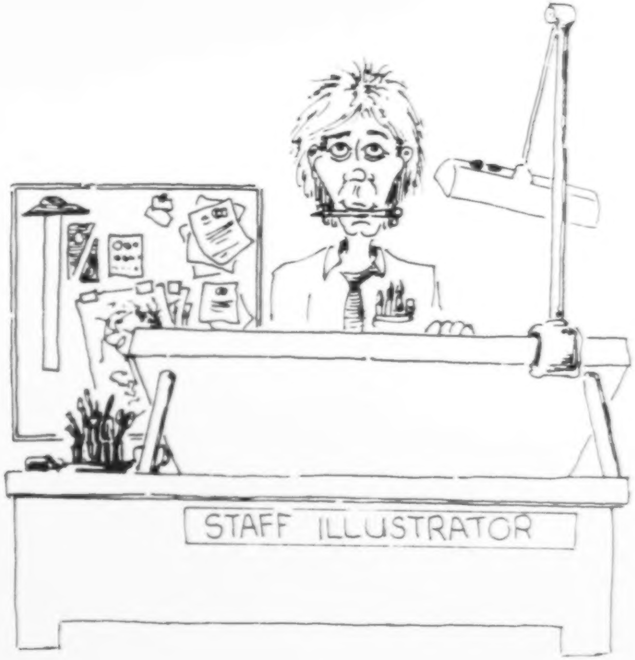
1st
PLACE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UNDERSTANDING YOURSELF

ACTIVITY SHEET 15--DISCOVERING YOUR ABILITIES

Directions: Here are some questions to help you discover more about your abilities. Answer the following questions by placing a check in the blank that best answers the questions about you.

A. DO YOU:	YES	NO
1. Think things out for yourself?	___	___
2. See the relationship between what you learn and what you have learned before?	___	___
3. Remember what you have learned without much effort?	___	___
4. Know more about certain subjects than your classmates?	___	___
5. Have above average grades in many of your subjects?	___	___

TOTAL YES ANSWERS ___________

B. DO YOU:	YES	NO
1. Spend extra time on an assignment that really interests you?	___	___
2. Work on projects even after you have failed to get the results you want after several tries?	___	___
3. Want to know the causes and reasons for things happening?	___	___
4. Enjoy reading about new inventions or discoveries?	___	___
5. Enjoy understanding what makes things work, even to the extent of taking them apart?	___	___

TOTAL YES ANSWERS ___________

C. ARE YOU THE TYPE OF PERSON WHO:	YES	NO
1. Writes essays that teachers say are really good?	___	___
2. Writes stories that others have said are really good?	___	___
3. Writes poetry that others have said is really good?	___	___

4.	Reads every chance you get?	___	___
5.	Is good at coming up with new ideas for stories, poems, etc.?	___	___

TOTAL YES ANSWERS __________

D.	DO YOU:	YES	NO
1.	Enjoy drawing or painting?	___	___
2.	Draw pictures that others say are really good?	___	___
3.	Sketch cartoons that others say are really good?	___	___
4.	Use art as a way of telling others what you think or how you feel?	___	___
5.	Enjoy looking at art work that others have done?	___	___

TOTAL YES ANSWERS __________

E.	DO YOU:	YES	NO
1.	Sing well?	___	___
2.	Have other ask you to sing for special occasions?	___	___
3.	Take lessons from someone to learn to play a musical instrument?	___	___
4.	Have others ask you to play a musical instrument for special occasions?	___	___
5.	Perform in a musical group at church, school, or for money?	___	___

TOTAL YES ANSWERS __________

F.	ARE YOU GOOD AT:	YES	NO
1.	Selling things?	___	___
2.	Making others see your point?	___	___
3.	Getting your friends to do something you wish?	___	___
4.	Getting your parents to let you do something you wish?	___	___
5.	Raising money for fund-raising projects?	___	___

TOTAL YES ANSWERS __________

		YES	NO
G.	DO YOU:	YES	NO
1.	Play on a sports team at your school or in your city?	___	___
2.	Participate often in a physical activity?	___	___
3.	Enjoy watching sports either in person or on television?	___	___
4.	Receive praise from your coach on how well you perform?	___	___
5.	Think you are good in sports?	___	___

TOTAL YES ANSWERS __________

		YES	NO
H.	ARE YOU GOOD AT:	YES	NO
1.	Putting puzzles together?	___	___
2.	Putting model ships, cars, or planes together?	___	___
3.	Sewing or other kinds of needlework?	___	___
4.	Building and/or repairing things that require extra work and time?	___	___
5.	Craft projects that require putting together small pieces?	___	___

TOTAL YES ANSWERS __________

		YES	NO
I.	DO YOU:	YES	NO
1.	Find that your friends tell you about their problems?	___	___
2.	Often think of ways you can make others feel better?	___	___
3.	Try to stop the fights in your school before they get out of hand?	___	___
4.	Hold your temper most of the time?	___	___
5.	Try to see the other person's point of view?	___	___

TOTAL YES ANSWERS __________

ACTIVITY

TO FIND OUT WHAT YOUR ANSWERS MEAN:

1. Write the letter of the group that had the most yes answers. _______
2. Write the letter of the group that had the next highest number of yes answers. _______
3. Match the letters to the chart to find out what abilities you have.

A. INTELLIGENCE	You have the ability to learn things easily.
B. ANALYTICAL	You have the ability to solve problems by breaking them into parts to see how they make the whole.
C. CREATIVE LITERACY	You have the ability to write in a manner that is enjoyable for others to read.
D. ARTISTIC	You have the ability to make things that have form and/or beauty.
E. MUSICAL	You have the ability to put tones together in a manner that is pleasing to the ear.
F. PERSUASIVE	You have the ability to convince others.
G. PHYSICAL	You have the ability to use your body or parts of your body to reach a desired goal.
H. MANUAL	You have the ability to use your hands to reach a desired goal.
I. SOCIAL	You have the ability to get along with others and/or to help others.

UNIT VI

UNDERSTANDING YOURSELF

UNIT TEST--PART 1

Match the following terms and definitions by placing the correct letter in the blanks at the left:

___ 1. ability

___ 2. agility

___ 3. appearance

___ 4. aptitude

___ 5. attitude

___ 6. courteous

___ 7. emotional stability

___ 8. enthusiasm

___ 9. foresight

___ 10. grace

___ 11. independent

___ 12. initiative

___ 13. inquisitive

___ 14. interest

___ 15. loyalty

___ 16. open-minded

___ 17. perseverance

___ 18. personality traits

___ 19. physical stamina

___ 20. physical traits

___ 21. self-concept

___ 22. sympathetic

a. polite and kind; thoughtful of others

b. faithfulness

c. willingness to consider new plans or ideas

d. staying with something in spite of influences, opposition, or discouragement

e. the mental image one has of oneself

f. one's usual nature or mood

g. something that is completely different from anything else

h. the power or means to do something

i. distinguishing qualities of a person

j. distinguishing qualities of the body

k. something to which you give special attention

l. showing a strong liking or interest

m. looking ahead and planning for the future

n. not influenced by others, thinking for oneself

o. a way of acting or behaving that shows what a person is thinking or feeling

p. the ability to remain calm under stressful situations

q. The ability to get things started or done without needing to be told what to do

r. asking many questions; curious

s. a sense of what is the right thing to do or say without causing anger or hurt feelings

TEST

___ 23. tact

___ 24. temperament

___ 25. unique

t. an ability you have naturally; quickness to learn

u. the way a person or thing looks

v. the ability to move with quickness and ease

w. smoothness and ease of movement

x. the strength to hold up under pain, weariness, etc.

y. able to share feelings; able to feel sorry for another person's suffering

UNIT VI

UNDERSTANDING YOURSELF

UNIT TEST--PART 2

A. Put an "X" next to those things that describe why understanding yourself is hard to do:

___ 1. People have many traits and characteristics that make the total person.

___ 2. Who you are is determined by the school you attend.

___ 3. You, like most people, probably have not taken the time to appraise (evaluate) yourself.

___ 4. Who you are is determined by your parents, your friends, your experiences, and your environment.

___ 5. You are just like everyone else.

B. Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

___ 1. The career you choose will most likely be the same as many of your friends.

___ 2. You need to understand yourself so that you can make the best career choice.

___ 3. Because the duties and responsibilities of careers will differ, certain personal qualifications are needed by those who aspire to certain careers.

___ 4. If you do not understand yourself, you could choose a career with which you will not be happy.

___ 5. You should choose a career that will make you happy.

___ 6. Your lifestyle needs are important in influencing the career you choose.

___ 7. Currently, no tests are available to help you select careers based on information you gather about yourself.

___ 8. You are given a grade, not a score, on tests that help you determine a career.

___ 9. Some tests are used to predict your success in careers.

___ 10. Merely choosing a career because someone you know has that career does not mean that it will be the best for you.

___ 11. Some employers give tests to predict applicants' success in the jobs for which they are applying.

___ 12. Experts all agree that the reason people choose the careers they do is based upon intelligence.

___ 13. You must answer those questions about yourself honestly; otherwise, the results of the test are of no help to you in selecting the best career.

___ 14. The three most common qualities measured in career planning are interests, aptitudes, and abilities.

___ 15. Sharing information about yourself with others can help you gain a better understanding of yourself.

UNIT VI

UNDERSTANDING YOURSELF

UNIT TEST--PART 3

A. Place an X next to the reasons for learning what your interests are.

___ 1. Interests affect your lifestyle.

___ 2. Interests affect the people with whom you come in contact.

___ 3. Interests influence the career you choose.

___ 4. Interests often satisfy social/emotional needs.

___ 5. Interests affect the hobby(ies) you pursue.

B. Explain how interests affect career choice.

C. Place an X next to those questions you can ask yourself to find out what your interests are.

___ 1. How do I spend my free time?

___ 2. How many brothers and sisters do I have?

___ 3. Do I have any hobbies?

___ 4. Where do I live?

___ 5. What electives have I chosen in school?

___ 6. Is there a pattern to the hobbies I pursue?

___ 7. Is there a pattern to the type of television shows I watch, the books I read, etc.

D. List two resources that will assist you in matching your interests to careers.

1.

2.

E. Name two interests you discovered that you have.

1.

2.

UNIT VI

UNDERSTANDING YOURSELF

UNIT TEST--PART 4

A. Answer the following questions True if the statement is correct and False if the statement is incorrect by placing a T for true or an F for false in the space at the left.

____ 1. Knowing what your aptitudes are can help you narrow your alternatives of careers to those that you are most likely to do the best in with the least amount of effort.

____ 2. Aptitudes are not used as a basis for predicting how well you will do with additional training and/or education.

____ 3. Knowing what your aptitudes are will give you an idea of your strengths and weaknesses.

____ 4. Aptitude tests are used to make decisions about instant entry into work.

____ 5. Aptitude test scores can be raised by practice; however, the purpose of aptitude tests is to give you an idea of what you do well naturally.

B. Fill in the blanks by using the words listed below to complete the following sentences.

determine

Specific Aptitude Test Battery

General Aptitude Test Battery

naturally

aptitude test batteries

quickly

specific

interest inventories

predict

general

1. Tests designed to measure several aptitudes are called ____________________.
2. The test given by the Texas Employment Commission is the __________________.
3. Tests given by business, technical, and specialized schools measure ____________ aptitudes.
4. The purpose of aptitude tests is to give you an idea of what you are ________ good at.
5. Knowing what your aptitudes are will help you ______________________ how well you will perform on a job.

C. Place an X next to the statements that are ways in which your aptitudes can be discovered.

___ 1. Have your fortune told.

___ 2. Complete an aptitude test battery.

___ 3. Ask yourself what things am I good at; what things have I found that I can do with little effort on my part.

___ 4. Attend a school which will develop your aptitudes.

D. Name one aptitude you discovered that you have.

UNIT VI

UNDERSTANDING YOURSELF

UNIT TEST--PART 5

A. Answer the following statements True or False by placing a T for True or an F for False in the blank at the left.

___ 1. Checking your grades will help you find out what your abilities are--even if you have not completed your assignments and done your best.

___ 2. Checking your achievement level will give you an idea of your strengths and weaknesses.

___ 3. Thinking of those things that others have said you are good at will help you find out what your abilities are.

___ 4. Knowing what your abilities are can help you narrow your choice of careers.

___ 5. You do not need any abilities, only an interest, to be successful in a career.

___ 6. Completing ability test measures will help you discover your abilities.

B. List the steps you can take after you discover your abilities.

1.

2.

3.

4.

C. Explain in your own words why it is important to learn what your abilities are.

D. Name an ability you found that you have.

TEST

UNIT VII

DECISION-MAKING

UNIT OBJECTIVE

After completing this unit, the student will be able to use a logical decision-making model to solve personal problems and determine his/her probability of success in this occupational cluster/area. Mastery will be evidenced through demonstration and by satisfactorily completing a unit test.

SPECIFIC OBJECTIVES

In completing this unit, the student will:

1. Identify terms and definitions associated with the decision-making process.
2. Describe why the decision-making process must be practiced to be learned.
3. Describe sources to go for input on decisions and understand that it is helpful to do so.
4. Comprehend that any decision made contains an element of risk.
5. Identify reasons why he/she should learn the decision-making process.
6. Identify the five steps of the decision-making process.
7. Demonstrate the use of the five-step decision-making model to make a decision concerning a personal problem.
8. Evaluate his/her probability of success in this occupational cluster/area.

UNIT VII

DECISION-MAKING

NOTES TO THE INSTRUCTOR

I. Objective Sheet

   A. Discuss the unit objective with the students.

   B. Discuss each specific objective.

   C. Have the students complete the objectives in a sequence best suited to your classroom.

   D. Add any objectives to meet fully the needs of the unit and the students.

II. Information and Activity Sheets

   A. INFORMATION SHEET 1--TERMS AND DEFINITIONS

      1. Go over the terms and definitions with the students.

      2. Have the students complete ACTIVITY SHEET 1--DECISION-MAKING WORD FIND to reinforce this area of instruction.

   B. INFORMATION SHEET 2--DECISION-MAKING: IT CAN HELP YOU SOLVE YOUR PROBLEMS

      1. Reinforce the fact that decision-making must be practiced to be learned by showing TM-1--DECISION-MAKING MUST BE PRACTICED TO BE LEARNED.

      2. Have students complete ACTIVITY SHEET 2--RATING YOUR PROBLEM SOLVING SKILLS so that they may understand their knowledge of the decision-making process prior to completing this unit. (Answers to Activity Sheets should be explained to students.)

         (NOTE: This activity may also be used as a posttest measure of the mastery of the objectives of this unit.)

      3. Ask students if they have thought of soliciting input from others in making decisions.

      4. Ask for their opinion of doing so.

      5. Tell students that making decisions is not something new that they will be learning; they have already made several decisions today; such as, what to wear to school, what they had or will have for lunch, which route to take to come to your room.

      6. So that students will understand that they are already making decisions, have them complete ACTIVITY SHEET 3--DECISIONS: YOU MAKE THEM ALL THE TIME.

7. Make sure that students understand that learning the decision-making process will not assure them of making the best decision every time, but that it does reduce considerably the chances of making the wrong decision.

8. Explain that most people make decisions based on emotions, rather than thinking them out and considering the consequences.

9. Have students cite examples of decisions they have made based on anger, jealousy, fear of rejection, etc., and the consequences of doing so.

10. Have students complete ACTIVITY SHEET 4--DECISIONS: ARE THEY MADE BECAUSE OF EMOTION OR LOGIC? so that students can receive practice in differentiating between the two.

11. Explain to the students that most of the decisions that they have made up to now most likely will not have a long-lasting effect on their lives, but that soon very important decisions must be made concerning the courses they will take in high school, the careers they wish to pursue, and the education and/or training that will best prepare them for their careers.

12. Show TM-2--IMPORTANT DECISIONS WILL NEED TO BE MADE SOON to reinforce this fact.

13. Stress the fact that decisions made concerning their futures must be made only after careful thought and planning and must not be made based on emotions.

C. INFORMATION SHEET 3--STEPS FOR MAKING A DECISION

1. Go over the Information Sheet with the students.

2. Show TM-3--STEPS TO DECISION-MAKING to reinforce this area of instruction.

3. Use the series of transparencies: TMs-4, 5, 6, 7, and 8 to clarify the decision-making process; have students follow the steps as they are presented in the Information Sheet as you show and discuss the transparencies.

4. So that students may receive practice in stating problems, have them complete ACTIVITY SHEET 5--WHAT IS RHONDA'S PROBLEM?

5. So that students will understand the importance of gathering information related to a problem before making a decision, have them complete ACTIVITY SHEET 6--RECOGNIZING THE IMPORTANCE OF GATHERING INFORMATION.

6. To give students application in making decisions concerning educational planning, have students complete ACTIVITY SHEET 7--JOHN'S PROBLEM.

7. So that students can show that they understand the decision-making process and that they can apply this process to making decisions concerning their personal problems, have them complete ACTIVITY SHEET 8--MAKING MY OWN DECISIONS.

D. INFORMATION SHEET 4--EVALUATING YOUR PROBABILITY OF SUCCESS IN THIS OCCUPATIONAL CLUSTER/AREA

1. Stress the steps covered in the Information Sheet.

2. Explain that meaningful decisions concerning career choice can be made only after careful evaluation of themselves.

3. Stress that the final decision must be made by the students alone, although assistance and advice can sometimes be beneficial.

4. Make available career resources to use with the following activity. Use ACTIVITY SHEET 9--EVALUATING CAREER OPTIONS to assist students in brainstorming career options and relating them to what they have discovered about themselves.

5. Use ACTIVITY SHEET 10--MAKING THE FINAL DECISION to assist students with Step 4 of the decision making model.

6. If the results of the activity indicate a student's probability for success in this occupational cluster/area, assist him/her in career planning.

   a. Identify courses which would be beneficial.

   b. Identify local work sites which would possibly hire part-time employees; this would assist the students in obtaining additional exploratory experiences.

III. Answers to Activity Sheets

A. Some Activity Sheet answers will vary and should be graded individually.

B. Some Activity Sheets will not have specific answers, but will depend on student participation.

IV. Answers to Unit Test

A. Answers are based on total information covered in the unit.

B. For convenience of grading, make corresponding answer sheets for additional test parts added.

V. Unit Test

A. The test is divided into four parts.

1. Each part covers one Information Sheet.

2. Each part uses various methods of testing.

B. Various approaches may be used in testing.

1. Give each part of the test after the student has completed the information on one Information Sheet.

2. Give the entire test upon completion of the unit.

3. Give one or several parts of the test as an additional assignment or to reinforce problem areas of learning.

VI. References

A. Hoyt, Kenneth, et al. Career Education in the High School. Salt Lake City: Olympus Publishing Company, 1977.

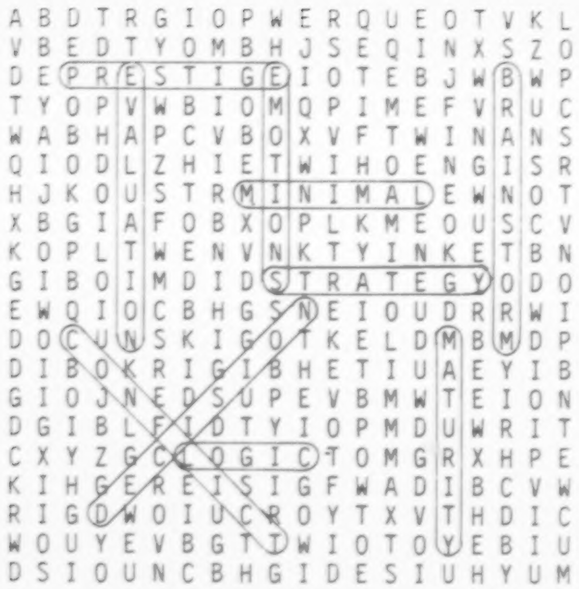
B. Safari, A Comprehensive Career Guidance Program for Secondary, Community College, College and University Levels. San Bernardino County Schools Office, 201 North E. Street, San Bernardino, CA, 92415.

UNIT VI

DECISION-MAKING

ANSWERS TO ACTIVITY SHEETS

ACTIVITY SHEET 1



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A B D T R G I O P W E R Q U E O T V K L
V B E D T Y O M B H J S E Q I N X S Z O
D E P R E S T I G E I O T E B J W B W P
T Y O P V W B I O M Q P I M E F V R U C
W A B H A P C V B O X V F T W I N A N S
Q I O D L Z H I E T W I H O E N G I S R
H J K O U S T R M I N I M A L E W N O T
X B G I A F O B X O P L K M E O U S C V
K O P L T W E N V N K T Y I N K E T B N
G I B O I M D I D S T R A T E G Y O D O
E W Q I O C B H G S N E I O U D R R W I
D O C U N S K I G O T K E L D M B M D P
D I B O K R I G I B H E T I U A E Y I B
G I O J N E D S U P E V B M W T E I O N
D G I B L F I D T Y I O P M D U W R I T
C X Y Z G C L O G I C T O M G R X H P E
K I H G E R E I S I G F W A D I B C V W
R I G D W O I U C R O Y T X V T H D I C
W O U Y E V B G T I W I O T O Y E B I U
D S I O U N C B H G I D E S I U H Y U M
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1. Brainstorm
2. Minimal
3. Conflict
4. Logic
5. Emotions
6. Prestige
7. Decision
8. Maturity
9. Strategy
10. Evaluation

ANSWERS TO ACTIVITIES

ACTIVITY SHEET 2

1. FALSE: People can develop their ability to solve problems by learning and practice. Think of problem solving as being like a muscle; the more you use it, the stronger it becomes.

2. FALSE: Some problems have many good solutions. Some problems have no good solutions. Unfortunately, sometimes we have to choose among several "bad" solutions.

3. FALSE: When solving a problem, the best approach is to think of as many solutions as possible before choosing one. The more ideas you think of the more likely you will be to think of a good one.

4. TRUE: By putting a problem in the form of a question, you can identify exactly what the problem is and give yourself a springboard for thinking of solutions.

5. TRUE: In fact, not understanding the real problem is often the biggest block to figuring out a solution. Think of examples where the problem may be hidden or unclear.

6. FALSE: Whenever you can, take time to think about a problem. You might just make more problems for yourself by rushing into a solution before thinking through the problem carefully.

7. FALSE: By considering many possible solutions and figuring out the likely results of your solutions, you can prevent many errors.

8. TRUE: By thinking of many solutions, you may be able to combine and improve them, so you can think of the best solution possible.

9. FALSE: After thinking of a solution, you must (1) put it into action and (2) evaluate the results. If your solution did not work, you need to find out why and try again.

10. TRUE: Remember that other people may have had experiences that can help you solve your problem.

11. TRUE: Getting the facts is one of the first steps in solving a problem. A wrong assumption may mean a poor solution.

12. TRUE: Even while you are doing something else or when you are sleeping, your mind keeps working on the problem.

13. FALSE: One of the steps in problem-solving is to try to figure out the results of your solutions. A good problem solver figures out all possible results of a solution ahead of time.

14. FALSE: Trying to think of only practical ideas may stop the flow of ideas. Some "impractical" ideas can be changed to become your best solutions.

15. TRUE: An important way of avoiding mistakes is thinking. "If I do this, then . . . " When deciding on an action, you have to consider what the consequences could be.

ACTIVITY SHEET 3

Evaluated to the satisfaction of the instructor

ACTIVITY SHEET 4

1. ♡
2. ♡
3. ♡
4. ♡
5. ♡
6. ♈
7. ♈
8. ♈
9. ♡
10. ♈

ACTIVITY SHEETS 5-10

Evaluated to the satisfaction of the instructor

UNIT VII

DECISION-MAKING

ANSWERS TO UNIT TEST

PART 1

1. g
2. e
3. d
4. f
5. i
6. h
7. b
8. j
9. a
10. c

PART 2

1. F
2. F
3. T
4. T
5. F
6. T
7. T
8. F
9. T
10. T

PART 3

A. 3
2
4
1
5

B. 1. information
2. reject
3. action
4. create
5. commit
6. final; solved; changed; problem
7. stating

PART 4

Evaluated to the satisfaction of the instructor.

UNIT VII

DECISION-MAKING

INFORMATION SHEET 1--TERMS AND DEFINITIONS

1. Brainstorm--thinking of all possible solutions to a problem
2. Conflict--a clash or sharp disagreement, as of interests or ideas
3. Decision-making--the process of finding a way to solve a problem
4. Emotions--any particular feelings, such as love, hate, joy, fear, jealousy; used in a way in which you react to something without careful thinking
5. Evaluation--to find or try to find the value or worth of something
6. Logic--sound thinking
7. Maturity--the condition of being fully grown
8. Minimal--smallest or least possible
9. Prestige--fame or respect that comes from doing great things; having good character, wealth, success, etc.
10. Strategy--a careful plan or method used to reach a goal

UNIT VII

DECISION-MAKING

ACTIVITY SHEET 1--DECISION-MAKING WORD FIND

Directions: Complete the sentences using one of the following words and then locate the word in the Word Find by drawing a line through the word.

Strategy
Evaluation
Brainstorm
Logic
Decision
Minimal
Prestige
Emotions
Conflict
Maturity

A B D T R G I O P W E R Q U E O T V K L
V B E D T Y O M B H J S E Q I N X S Z O
D E P R E S T I G E I O T E B J W B W P
T Y O P V W B I O M Q P I M E F V R U C
W A B H A P C V B O X V F T W I N A N S
Q I O D L Z H I E T W I H O E N G I S R
H J K O U S T R M I N I M A L E W N O T
X B G I A F O B X O P L K M E O U S C V
K O P L T W E N V N K T Y I N K E T B N
G I B O I M D I D S T R A T E G Y O D O
E W Q I O C B H G S N E I O U D R R W I
D O C U N S K I G O T K E L D M B M D P
D I B O K R I G I B H E T I U A E Y I B
G I O J N E D S U P E V B M W T E I O N
D G I B L F I D T Y I O P M D U W R I T
C X Y Z G C L O G I C T O M G R X H P E
K I H G E R E I S I G F W A D I B C V W
R I G D W O I U C R O Y T X V T H D I C
W O U Y E V B G T T W I O T O Y E B I U
D S I O U N C B H G I D E S I U H Y U M

1. To ____________ something is to think of all possible solutions to the problem.

2. The smallest or least possible is the ____________.

3. A ____________ is a clash or sharp disagreement, as of interest or ideas.

4. Sound thinking is ____________.

5. ____________ are any particular feelings, such as love, hate, joy, fear, jealousy; used in a way in which you react to something without careful thinking.

6. Fame or respect that comes from doing great things; having good character, wealth, success, etc., is ____________.

7. The process of finding a way to solve a problem is ____________ making.

8. ____________ is the condition of being fully grown.

9. ____________ is a careful plan or method used to reach a goal.

10. ____________ is to find or try to find the value or worth of something.

ACTIVITY

UNIT VII

DECISION-MAKING

INFORMATION SHEET 2--DECISION-MAKING: IT CAN HELP YOU SOLVE YOUR PROBLEMS

I. What Is Decision-Making?

   A. It is the process of finding a way to solve a problem.

   B. Careful decision-making can be used to help you reach your goals.

II. Facts About Decision-Making

   A. The process of decision-making can be taught, but is must be practiced to be learned.

   B. Few decisions need to be made by you alone--input from other sources is always helpful.

      1. Check books and other printed materials for answers to problems that are similar to yours.

      2. Ask your parents for advice.

      3. Ask your teachers for their advice.

      4. Ask your counselor for his/her input.

      5. Ask your friends what they would do if they were faced with your problem.

   C. Every decision contains risk--there is no guarantee that it is the "right" one.

   D. Some decisions will come nearer to solving your problems than others.

   E. You have already made several decisions today.

III. Why You Need to Learn the Decision-Making Process

   A. Learning the decision-making process does not erase the degree of risk, but it does reduce the chance of making a decision that will not solve your problem.

   B. Most decisions are made based on emotions, rather than thought.

   C. You can take control of your life--rather than letting your problems solve themselves.

   D. You can build your self-confidence by knowing you have thought of several possible ways to solve your problems and have chosen the one you felt was best.

   (NOTE: Most people do not want to make decisions because they fear failure and/or change.)

E. The key measure of maturity is the ability to make decisions and accept the outcome, good or bad, without shifting the blame onto others.

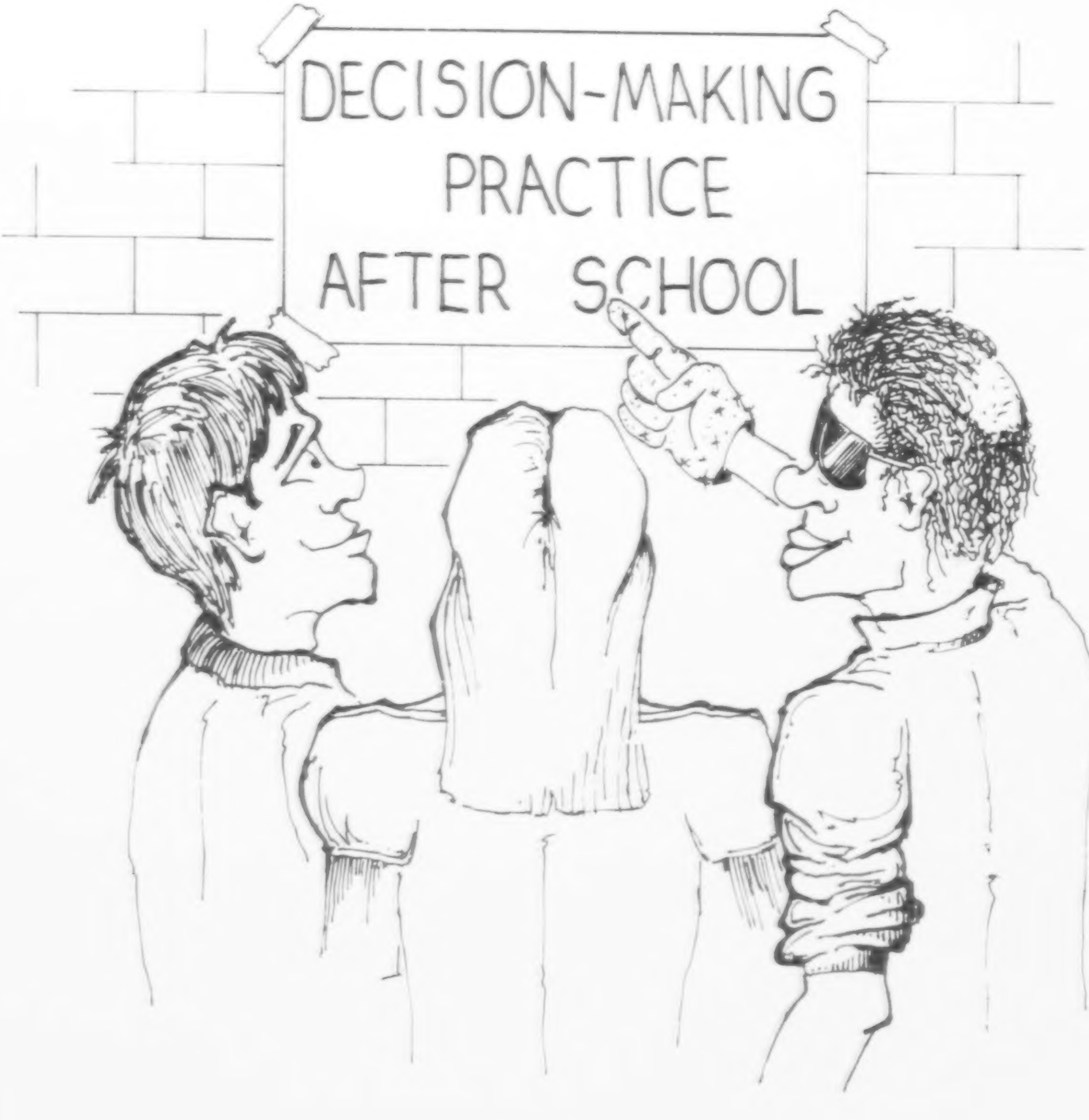
F. Decisions that will affect your life in an important way must be made very soon.

  1. You will need to make decisions about what career to pursue.

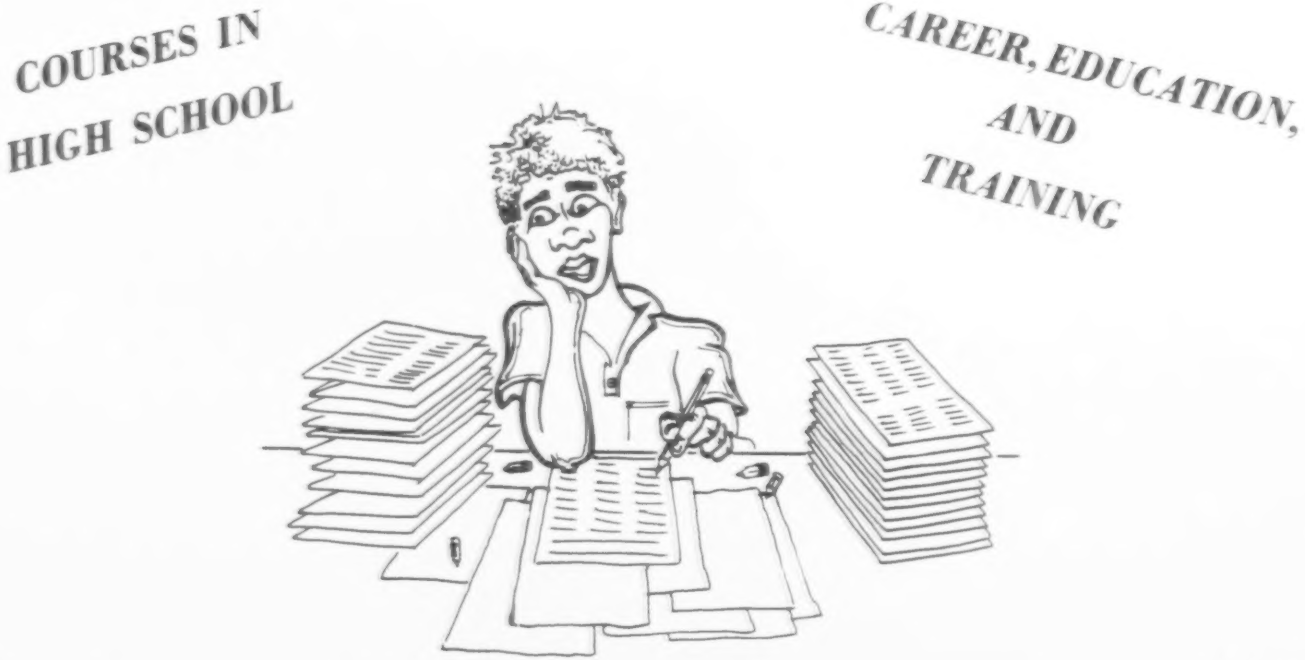
  2. You will need to make a decision as to what type of education/training will best prepare you for it.

  3. You will have to decide what courses to take in high school.

DECISION-MAKING MUST BE PRACTICED TO BE LEARNED


DECISION-MAKING
PRACTICE
AFTER SCHOOL

IMPORTANT DECISIONS WILL NEED TO BE MADE SOON


COURSES IN
HIGH SCHOOL
CAREER, EDUCATION,
AND
TRAINING

UNIT VII

DECISION-MAKING

ACTIVITY SHEET 2--RATING YOUR KNOWLEDGE OF PROBLEM-SOLVING SKILLS

Directions: This quiz will help you rate your knowledge of problem-solving skills. Read each sentence and then circle either T (true) or F (false). Remember to be honest with yourself!

T F 1. The ability to solve problems is something you are born with; you either have it or you don't.

T F 2. Every problem has one good solution.

T F 3. When solving a problem, you should always go with the first idea.

T F 4. The best approach to a problem is to put it in the form of a question.

T F 5. One thing that can make a problem more difficult to solve is not understanding the problem.

T F 6. It is usually a good idea to try to solve a problem as quickly as possible.

T F 7. Solving problems involves mostly trial and error.

T F 8. When solving a problem, it is best to think of all the ideas you can before choosing one.

T F 9. Once you figure out a solution to a problem, you are finished solving your problem.

T F 10. It is beneficial to get other people's ideas before making a decision.

T F 11. Getting all the facts about a problem is crucial to making a sound decision.

T F 12. Even when a person stops thinking about a problem, the mind keeps on working on the problem.

T F 13. A good problem-solver is often surprised at the results of the solution he/she chose.

T F 14. When considering possible solutions to a problem, take into consideration only those that are practical.

T F 15. When solving a problem, you should try to figure out what the results of a solution being considered will be.

ACTIVITY

UNIT VII

DECISION-MAKING

ACTIVITY SHEET 3--DECISIONS: YOU MAKE THEM ALL THE TIME

Directions: Making decisions is not something new. You make them every day. Most of the time you do it without thinking. That's why learning a decision-making process helps you narrow your choices to the best one. Think back over the past week and list five problems you have faced and the decisions you made.

After listing your problems and decisions, go back and rank your decisions from 1 to 5, with 1 being the best and 5 being the poorest one.

Problem	**Decision**	**Ranking of Decisions**
1.		
2.		
3.		
4.		
5.		

ACTIVITY

Why do you believe the solution you ranked 5 was the poorest?

Why do you believe the solution you ranked 1 was the best?

UNIT VII

DECISION-MAKING

ACTIVITY SHEET 4--DECISIONS: ARE THEY MADE BECAUSE OF EMOTION OR LOGIC?

Directions: Most decisions are made based on emotions or feelings, and the outcome of the decision is never thought of. The following students have made decisions. Some were made based on emotions, some logic. If their decisions were made based on emotion, circle the ♡ . If the decisions were made based on logic, circle the π .

♡ π 1. Sam is buying a new pair of jeans for the football game because he does not have a pair of Guess jeans like his friends will be wearing to the game.

♡ π 2. Pat wants to be a carpenter but is not taking shop because Mr. Zukowski, the shop teacher, is strict.

♡ π 3. All the good-looking boys take general mechanics. Susan has decided she will enroll in the class next semester.

♡ π 4. Elaine saw her boyfriend talking to a group of girls. When he calls tonight, she is going to have her mother tell him she is not home.

♡ π 5. Mr. Munson gave Gene a low grade on a theme. Gene has decided not to write the next theme assignment.

♡ π 6. Alex has taken a part-time job on the weekends and has spoken with his girlfriend, encouraging her to date other boys because he will be working and he doesn't want her to sit home all weekend.

♡ π 7. David has had a German shepherd dog for three years and is very attached to the pet. When his parents got a divorce, David moved to an apartment to live with his Mom. His dog has been sick and the vet said it was due to the dog's being kept inside so much. David has made arrangements for a family who lives on a farm to take his dog.

♡ π 8. Joan has put off doing her term notebook until the night before it is due. She has decided to talk with her teacher and admit she did not complete the assignment because of poor planning.

♡ π 9. Linda has decided to drop her Spanish class because Ms. Garcia does not allow students to chew gum.

♡ π 10. A very bad thunderstorm has been predicted for the afternoon. James has canceled his swimming date with Fran.

UNIT VII

DECISION-MAKING

INFORMATION SHEET 3--STEPS FOR MAKING A DECISION

I. State the problem or the decision that must be made.

   A. Identify the result you would like to have.

   B. Describe the problem in a way that others could clearly understand.

   C. Gather any information that relates to the problem.

II. "Brainstorm" possible solutions to the problem.

   A. Do not reject any solutions at this point, no matter how extreme they may seem.

   B. Use action verbs to describe the solutions.

III. Evaluate each possible solution.

   A. Ask these questions:

      1. What is the outcome likely to be if I choose this solution?

         a. Will it take care of the problem now or sometime in the near future?

         b. Will it create other problems that will need solving?

         c. Is it easier to do than the others I thought of?

      2. Will it be the best possible solution of those I thought of?

   B. To make it easier to evaluate each solution, you may want to list each solution and its good and bad points.

IV. Choose the best solution and act on it.

   (NOTE: Many problems go unsolved and continue to nag because this step is left out.)

   A. The solution you choose should be the one that both solves your problem and causes the least conflict.

   B. Commit yourself to a date and/or time to try the solution.

V. Follow up the decision you make.

   A. The decision you make is not final until:

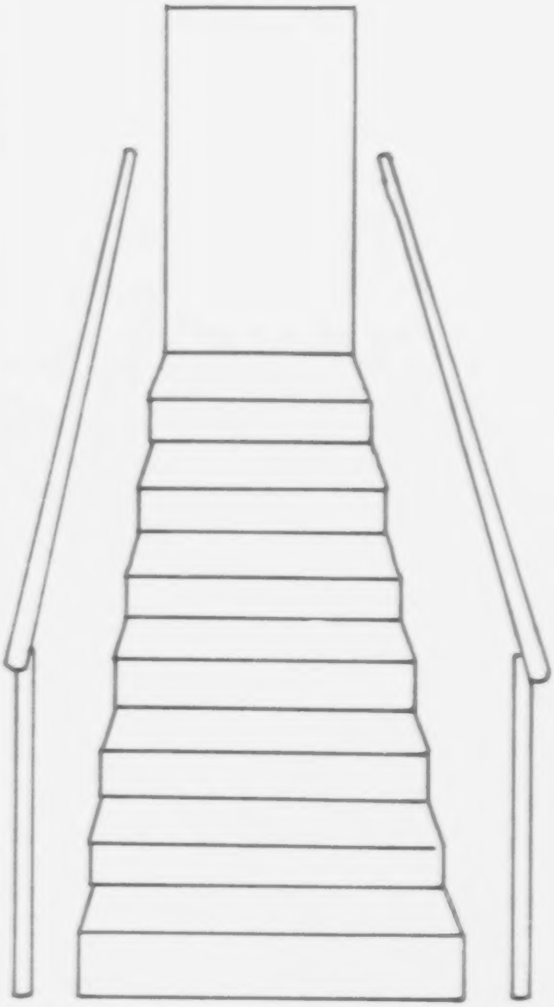
      1. The problem is solved.

      2. The problem has changed.

3. The problem is no longer a problem.

B. If the decision does not solve the problem in the way you wish, repeat each step beginning with stating the problem.

STEPS TO DECISION-MAKING



START CLIMBING HERE

Follow-up the decision.

Choose the best solution
and do it!

Evaluate each solution.

Brainstorm possible
solutions.

State the problem.

STEP I

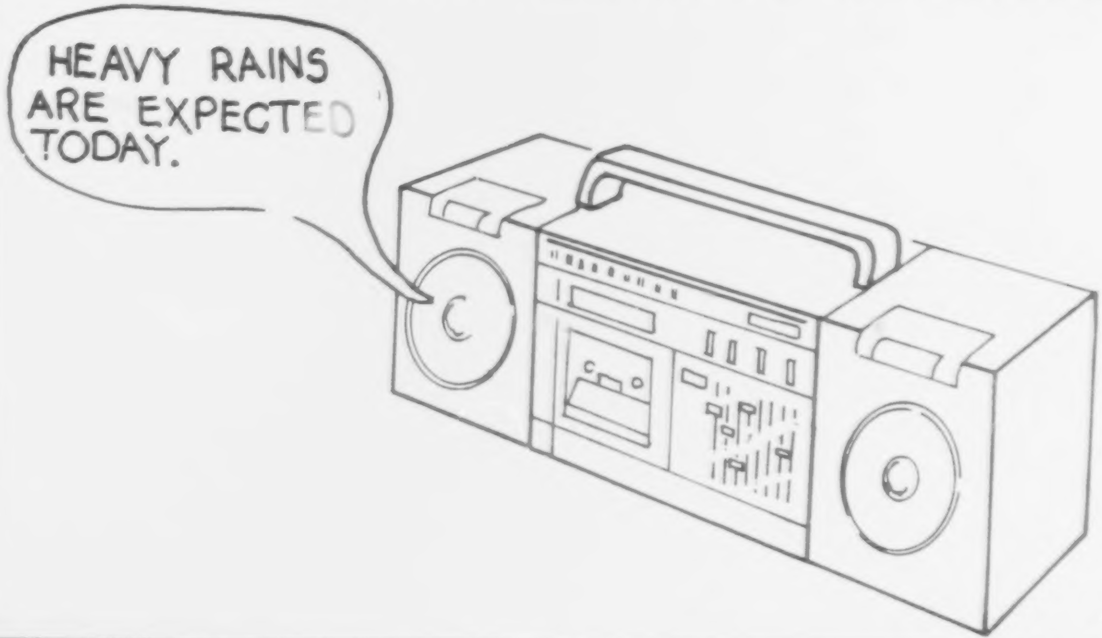
STATEMENT OF PROBLEM:

WHAT DO I WEAR TODAY?

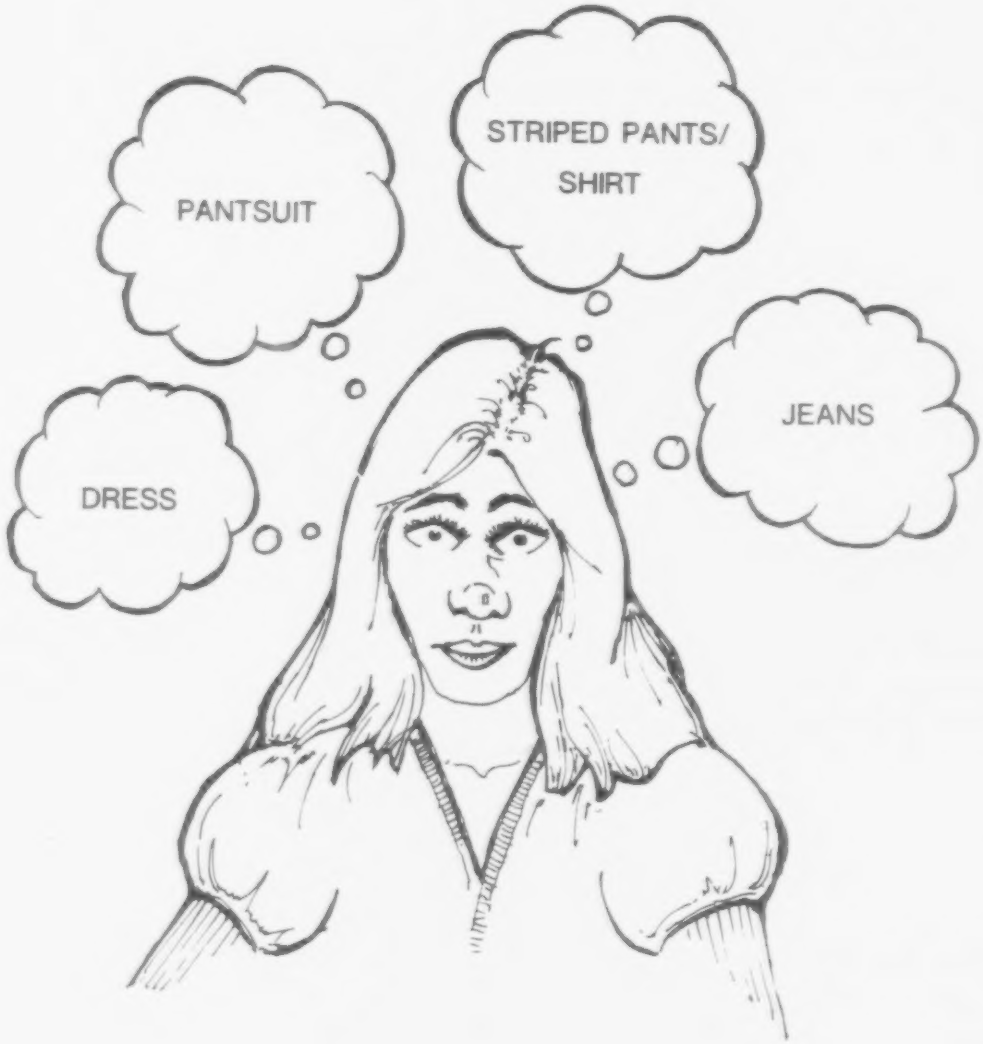
May 1985

THURSDAY	FRIDAY	SATURDAY
2	3	4
9	10 Interview with Mr. Dockery about job.	11
16	17	18

GATHER DATA THAT RELATES TO THE PROBLEM


HEAVY RAINS ARE EXPECTED TODAY.

STEP II
"BRAINSTORM" POSSIBLE SOLUTIONS


PANTSUIT
STRIPED PANTS/ SHIRT
DRESS
JEANS

REMEMBER:Do not reject any solutions at this point.

STEP III
EVALUATE
EACH POSSIBLE SOLUTION

- WHAT WOULD BE THE OUTCOME IF I CHOSE THIS SOLUTION?

- WILL IT CREATE OTHER PROBLEMS?

- WILL IT BE THE BEST POSSIBLE SOLUTION?

STEP IV

CHOOSE THE BEST SOLUTION AND ACT ON IT

TM-7

STEP V

FOLLOW-UP THE DECISION

- If the decision does not solve the problem the way you wish, repeat each step beginning with stating the problem.

UNIT VII

DECISION-MAKING

ACTIVITY SHEET 5--WHAT IS RHONDA'S PROBLEM?

Directions: Read the short story about Rhonda and then answer the questions.

Rhonda, a high school junior, found a job during the Christmas holidays in a variety store. Her job was to price stock and help display and sell merchandise. Rhonda's boss asked one of the more experienced salespeople, Maria Lopez, to show Rhonda the location of merchandise, how to price it, and how to operate the cash register. Because business was especially heavy, Maria had little time to spend teaching Rhonda the proper procedures. Rhonda managed to figure out most things by herself or by asking her co-workers. Rhonda is enjoying her job although she sometimes gets frustrated when she doesn't know how to do a task she is given. She is also having a hard time getting to know her co-workers because the store is so busy.

On her sixth day at work, Rhonda overhead one of the other salespeople telling her boss that "ever since that girl started to work, the money in the cash register does not balance with the cash register tape." Rhonda was shocked. She felt she had been accused of stealing. Rhonda considers herself an honest person and a good worker, especially since she has had to figure out so many things for herself on this job. Now she is afraid she will be fired for stealing when she knows she is innocent.

ACTIVITY

1. What does Rhonda seem to think is the problem?

2. What do you think is the problem?

3. Write the problem in question form, i.e., "How can Rhonda . . . ?"

4. List all the facts relating to the problem situation.

FACTS

a.

b.

c.

d.

5. Circle the letters of the two most important facts and check the two least important facts.

6. Why do you believe your most important facts may differ from what others think?

7. How can the fact-finding step help workers avoid mistakes in solving problems?

DECISION-MAKING

ACTIVITY SHEET 6--RECOGNIZING THE IMPORTANCE OF GATHERING INFORMATION

Directions: Most decisions cannot be made without first gathering all the information that relates to the problem. This activity will help you recognize the importance of gathering information.

Facilitator:

1. Divide the participants into groups of six; choose a supervisor for each group. Give the members of the group a sheet with the names and work history of the people they are to portray.
2. Allot three minutes for participants to become acquainted with their roles.
3. The teacher will assume the role of Walt Marshall, Supervisor.
4. The supervisor, Walt Marshall, will present the problem for discussion to the group. After 15 minutes (time period is adjustable), have each member fill out the work sheet listing the reasons and the expected outcomes if another driver receives the truck.
5. Discuss the variety of data involved in making decisions.
6. Have each member circle the name of the person who should receive the new truck. Hand these to the supervisor who will announce the winner.

ACTIVITY

NEW TRUCK INFORMATION SHEET

Walt Marshall, Supervisor: You are the supervisor of a crew of repair people, each of whom drives a small service truck. Every so often, you get a new truck to exchange for an old one, and you have the problem of deciding which of your crew should receive the new truck. Often there are hard feelings because each person seems to feel he/she deserves the new truck. As a matter of fact, it usually turns out that whatever you decide, most of the crew members consider it wrong. You now have to face the same issue again because a new truck has just been given to you. The new truck is a Chevrolet.

Here are some given facts about the trucks and the crew people who report to Walt Marshall, the supervisor.

George	17 years with the company, has a 2-year-old Ford truck
Bill	11 years with the company, has a 5-year-old Dodge truck
John	10 years with the company, has a 4-year-old Ford truck
Charlie	5 years with the company, has a 3-year-old Ford truck
Sue	3 years with the company, has a 5-year old Chevrolet truck

Most of the crew do all of their driving in the city, but John and Charlie cover the jobs in the suburbs.

You have decided to put the question to the crew. You will tell them about the new truck and let them decide the most fair way to assign the truck. Don't take a position yourself because you want to do what the crew thinks is most fair.

George: When a new Chevrolet truck becomes available, you think you should get it because you have the most seniority and don't like your present truck. Your own car is a Chevrolet, and you prefer a Chevrolet truck such as you drove before you got the Ford.

Bill: You feel you deserve a new truck and it certainly is your turn. Your present truck is old, and since the more senior crew person has a fairly new truck, you should get the next one. You have taken excellent care of your present Dodge and have kept it looking like new. A person deserves to be rewarded if he/she treats a company truck like his/her own.

John: You have to do more driving than most of the other crew people because you work in the suburbs. You have a fairly old truck, and you feel you should have the new one because you do so much driving.

Charlie: The heater in your present truck is inadequate. Since John backed into the door of your truck, it has never been repaired to fit right. The door lets in too much cold air, and you attribute your frequent colds to this. You want a warm truck since you have a good deal of driving to do. As long as it has good tires, brakes, and is comfortable, you don't care about its make.

Sue: You have the poorest truck in the crew. It is five years old, and before you got it, it had been in a bad wreck. It has never been good, and you've put up with it for three years. It's about time you got a good truck to drive, and it seems only fair that the next one should be yours. You have a good driving record. You hope the new truck is a Ford since that is the one you prefer to drive.

"New Truck Decision-making Sheet"

Alternatives	Data(Reasons)	Expected outcome if another

UNIT VII

DECISION-MAKING

ACTIVITY SHEET 7--JOHN'S PROBLEM

Directions: Read the following case study and answer the questions.

John Walters is one of the most envied boys at Gallagher Junior High. He plays first string for both the basketball and football teams and holds the school's record for the high jump in track and field. John's father is an attorney, and the family is wealthy.

Last summer, John spent five weeks with his Uncle Bill while his parents went on a trip to South America. During that time, his uncle taught him how to weld, and as he does everything, John learned rapidly and did excellent work. However, there was something different about welding--John loved it.

John did well in school because his parents encouraged him, but he really didn't like to read and study. The only reason he played sports was because his father and the coach put constant pressure on him. He did like track but resented that he could not take shop this year because it was offered at the same time as athletics.

John has just received a high school planning form. With the help of his counselor, he has made out an educational plan that would allow him to train in metal trades and then work in a high school cooperative program in a job as a welder during his last two years.

When he shared his plans with his parents, his mother cried and his father got very angry. College, they said, was what John wanted, not a job as a welder. As he left for school the next morning, his mother told him the high school football coach was coming to dinner that night to help plan his high school career in football. But if John takes the cooperative training class, he will not have time to play football.

How would you solve the problem?

1. What should John take in high school?
2. What should he tell his parents?
3. What should he tell the football coach?

DECISION-MAKING

ACTIVITY SHEET 8--MAKING MY OWN DECISIONS

Directions: Using the information you have learned in this unit, make a decision about how you would solve a problem you have.

1. State your problem:

2. List possible solutions to your problem:

3. Evaluate each solution by listing the good and bad points:

4. Choose the best solution and list the date and/or time you will try your solution:

5. Write the step you would take next:

DECISION-MAKING

INFORMATION SHEET 4--EVALUATING YOUR PROBABILITY OF SUCCESS IN THIS OCCUPATIONAL CLUSTER/AREA

I. Is this occupational cluster/area for you?

II. Use the Decision-Making model to determine your probability of success in this occupational cluster/area.

A. State the problem or the decision that must be made.

WOULD I BE SUCCESSFUL IN A CAREER CLASSIFIED IN THIS OCCUPATIONAL CLUSTER/AREA?

B. Brainstorm possible solutions to the problem.

IDENTIFY CAREER OPTIONS CLASSIFIED IN THIS OCCUPATIONAL CLUSTER/AREA

C. Evaluate each possible solution.

RELATE WHAT YOU KNOW ABOUT YOURSELF TO CAREER OPTIONS

D. Make a decision and act on it.

IF AFTER EVALUATING DATA YOU THINK YOU WOULD BE SUCCESSFUL IN A CAREER CLASSIFIED IN THIS CLUSTER/AREA, DETERMINE THE QUALIFICATIONS NEEDED AND TAKE ACTION

E. Follow up your decision.

REMEMBER THAT AS YOU HAVE THE OPPORTUNITY FOR NEW EXPERIENCES, YOUR CAREER PLANS MAY CHANGE

DECISION-MAKING

ACTIVITY SHEET 9--EVALUATING CAREER OPTIONS

Directions:

1. Identify as many career options classified in this occupational cluster/area as you can. Then, using available resources, complete a CAREER REPORT FORM for each of the career options.
2. Write the titles of these careers in the columns on the chart.
3. Using the CAREER REPORT FORMS and the activities you completed in Unit VI--UNDERSTANDING YOURSELF, answer each statement by placing a check mark in the blank underneath the appropriate career column.

	Careers													
1. This career would provide me with the income needed for my future lifestyle needs.														
2. This career would match most of those work needs I rated as #1.														
3. I possess most of the personality traits needed to be successful in this career.														
4. I possess most of the physical traits needed to be successful in this career.														
5. My interests are related to the job duties/responsibilities of this career.														
6. I possess most of the aptitudes needed to be successful in this career.														
7. I possess most of the abilities needed to be successful in this career.														
8. I would be willing to pursue and would probably be successful in the education training needed to pursue this career.														
9. This career has a good outlook.														
10. I think I would be happy in this career.														

Career Report Form

I. TITLE OF CAREER

II. NATURE OF WORK/JOB DUTIES

III. WORKING CONDITIONS

IV. WORKING HOURS

V. PERSONAL QUALIFICATIONS

VI. PHYSICAL QUALIFICATIONS

VII. EDUCATION/TRAINING REQUIREMENTS

VIII. AVERAGE EARNINGS

IX. OUTLOOK

X. OTHER INFORMATION WHICH SEEMS IMPORTANT TO YOU

UNIT VII

DECISION-MAKING

ACTIVITY SHEET 10--MAKING THE FINAL DECISION

Directions: Answer the following statements honestly. Place a check mark in the appropriate column.

		YES	NO
1.	I enjoyed this class.		
2.	The activities we completed were fun and worthwhile.		
3.	I usually had no trouble completing the activities.		
4.	Most of the time I felt comfortable using the hand tools and equipment in this class.		
5.	I recognize the importance of maintaining tools and equipment in the proper condition, and I followed the proper procedures in maintaining and storing hand tools and equipment.		
6.	I understand why observing safety rules is important, and I obeyed them in this class.		
7.	I would be happy in performing the job duties in the work environment associated with this occupational area/cluster. (EXAMPLES: office, shop, factory)		
8.	My personality and physical traits, life-style and work needs, interests, aptitudes, and abilities match many of the careers in this occupational area/cluster. Refer to Activity Sheet 9.		
9.	Judging from what I learned in this class, obtaining additional skills and knowledge necessary for the pursuit of a career in this occupational cluster/area would not be difficult for me.		
10.	I can see myself being successful in a career classified in this occupational area/cluster.		

ACTIVITY

1. Count the total number of YES answers.
2. What your answers mean:

0 - 4 YES answers--maybe this occupational area/cluster is not for you. That's okay. Remember, it is just as important for you to discover your unsuitability to this occupational cluster/area as it is to discover your suitability.

5 - 10 YES answers--maybe this occupational area/cluster is for you! Talk to your instructor about the courses available which would assist you in preparing for a career in this occupational area/cluster.

UNIT VII

DECISION-MAKING

UNIT TEST--PART 1

Match the following terms to their definitions by placing the correct letter in the blank at the left.

_______ 1. Prestige

_______ 2. Decision-making

_______ 3. Strategy

_______ 4. Evaluation

_______ 5. Minimal

_______ 6. Emotions

_______ 7. Conflict

_______ 8. Logic

_______ 9. Maturity

_______ 10. Brainstorm

a. the condition of being fully grown

b. a clash or sharp disagreement, as of interest or ideas

c. the thinking of all possible solutions to a problem

d. a careful plan or method used to reach a goal

e. the process of finding a way to solve a problem

f. to find or try to find the value or worth of something

g. fame or respect that comes from doing great things; good character, wealth, success, etc.

h. any particular feeling, such as love, hate, joy, fear, jealousy; used in a way in which you would react to something without careful thinking

i. smallest or least possible

j. sound thinking

TEST

DECISION-MAKING

UNIT TEST--PART 2

Answer the following statements True or False by placing a T for True or an F for False in the space at the left.

_______ 1. Once the decision-making process is learned, you never need to practice it.

_______ 2. All decisions need to be made by you alone.

_______ 3. Every decision contains risk.

_______ 4. Some decisions will come closer to solving your problems than others.

_______ 5. Learning the decision-making process does away with the degree of risk involved.

_______ 6. Most decisions are made based on emotions, rather than thought.

_______ 7. The key measure of maturity is the ability to make decisions and accept the outcome, good or bad, without shifting the blame to others.

_______ 8. You will not be expected to make any important decisions that will affect your life until you are married.

_______ 9. You will soon have to decide what courses to take in high school.

_______ 10. You will soon need to make decisions about what career to pursue and what type of education and/or training will best prepare you for it.

UNIT VII

DECISION-MAKING

UNIT TEST--PART 3

A. The five steps of the decision-making process are listed below. Number the steps in the order in which they should be completed in making a decision.

_____ Evaluate each possible solution.

_____ "Brainstorm" possible solutions to the problem.

_____ Choose the best solution and act upon it.

_____ State the problem or the decision that must be made.

_____ Follow-up the decision you make.

B. Using the following words, fill in the blanks of each sentence using the correct word.

create
final
commit
stating
action
reject
changed
information
solved
problem

1. Gather any __________ that relates to the problem.

2. Do not __________ any solutions at this point, no matter how extreme they may seem.

3. Use __________ verbs to describe the solutions.

4. When evaluating each possible solution, one question you should ask is, "Will it __________ other problems that will need solving?"

5. You should __________ yourself to a date and/or time to try the solution you decide upon to solve your problem.

6. The decision you make is not __________ until the problem is __________, has __________, or is no longer a __________.

7. If the decision does not solve the problem in a way you wish, repeat each step beginning with __________ the problem.

TEST

UNIT VII

DECISION-MAKING

UNIT TEST--PART 4

In your own words, and in complete sentences, describe how you arrived at the decision of your suitability/unsuitability for success in this occupational area/cluster.

SECTION V

ANNOTATED BIBLIOGRAPHY

Introduction

In addition to the state-approved instructional materials developed by the four curriculum centers mentioned on page , a wealth of career guidance materials is available from commercial companies. Therefore, this section is devoted to providing names and addresses of commercial companies who sell career guidance materials applicable for use in prevocational education courses. You can obtain catalogs, free of charge, by writing the company and requesting information concerning available career guidance materials.

It is recommended that a sample copy of the item(s) being considered for purchase be requested on a 30-day preview basis to ensure relevancy to catalog descriptions. The listing of career guidance materials vendors in this section should by no means be considered exhaustive, nor should it be considered indicative of an endorsement by the Texas Education Agency, East Texas State University, or the Occupational Curriculum Laboratory.

COMMERCIAL CAREER GUIDANCE MATERIALS

THE ACADEMY FOR ECONOMIC EDUCATION--1000 Virginia Center Parkway, Richmond, VA 23295. Provides activities dealing with entrepreneurship and free enterprise.

ADVISORY COUNCIL FOR TECHNICAL VOCATIONAL EDUCATION--P.O. Box 1886, Austin, TX 78767.

ALLIED EDUCATION COUNCIL--P.O. Box 78, Galvin, MI 49113.

AMERICAN COLLEGE TESTING PROGRAM--P.O. Box 68, Iowa City, IA 52243.

ARCO PUBLICATIONS CO., Educational Division--215 Park Ave. South, New York, NY 10003.

BELL & HOWELL--Old Mansfield Rd., Wooster, OH 44691.

BENNETT & McKNIGHT PUBLISHING CO.--809 W. Detweiller Dr., Peoria, IL 61615.

BERWALL PRODUCTIONS, INC.--839 Stewart Ave., Garden City, NY 11530.

CAMBRIDGE CAREER PRODUCTS--723 Kanawha Blvd. East, Charleston, WV 25301.

CAREER AIDS, INC.--20417 Nordhoff St., Dept. W765, Chatsworth, CA 91311.

CAREER COUNSELING SERVICES--2024 Robin Drive, Fairfield, CA 94533.

CAREER PUBLISHING, INC.--910 N. Main St., P.O. Box 5486, Orange, CA 92667.

CAREER SKILLS ASSESSMENT PROGRAM OF THE COLLEGE BOARD--P.O. Box 2846, Princeton, NJ 08541.

CAREERS, INC.--P.O. Box 135, Largo, FL 34294-0135.

CENTER FOR THE HUMANITIES, THE COMMUNICATIONS PARK--Box 1000, Mt. Kisco, NY 10549.

CHANGING TIMES EDUCATION SERVICE--300 York Ave., St. Paul, MN 55101.

CHARLES E. MERRILL PUBLISHING CO.--1300 Alum Creek Dr., Columbus, OH 43213.

CHRONICLE GUIDANCE PUBLICATIONS--Aurora Street, Moravia, NY 13118.

CLASSROOM READING SERVICE, INC.--945 M. South Greenwood Ave., P.O. Box 747, Montebello, CA 90640.

CLASSROOM WORLD PRODUCTIONS, c/o National School & Industrial Corp.--P.O. Box 28166, Raleigh, NC 27611.

COLE SUPPLY--P.O. Box 1717, Pasadena, TX 77501.

COUNSELOR FILMS, INC.--146 Montgomery Ave., Bala Cynwyd, PA 19004.

CURRENT AFFAIRS FILMS--24 Danbury Rd., Wilton, CT 06897.

CURRICULUM INNOVATIONS, INC.--P.O. Box 310, 3500 Western Ave., Highwood, IL 61140.

CURRICULUM INSTRUCTIONAL MATERIALS CENTER (CIMC), Oklahoma State Department of Vocational and Technical Education--1500 West Seventh Ave., Stillwater, OK 74074.

CURRICULUM PUBLISHING CLEARINGHOUSE, Western Illinois University--Horrabin Hall #46, Macomb, IL 61455.

DENOYER-GEPPERT AUDIOVISUALS--5235 N. Ravenswood Ave., Chicago, IL 60640.

EDITS--P.O. Box 7234, San Diego, CA 92107.

EDUCATION DEVELOPMENT CENTER--55 Chapel St., Newton, MA 02160.

FAIRCHILD BOOKS & VISUALS--7 East 12 Street, New York, NY 10003.

FEARON PUBLISHERS--6 Davis Dr., Belmont, CA 94002.

FREEBIES MAGAZINES--P.O. Box 20283, Santa Barbara, CA 93120. Provides a listing of resources which may be secured free of charge.

GREGG/McGRAW HILL--P.O. Box 996, Norcross, GA 30091.

HARVEST EDUCATIONAL LABS--73 Pelham St., Newport, RI 02840.

HOUGHTON MIFFLIN, INC.--Dept. 70, Box 683, Hanover, NH 03755.

IDEAL SCHOOL SUPPLY CO.--Oak Lawn, IL 60453.

INSTRUCTIONAL MATERIALS LAB, University of Missouri-Columbia--10 Industrial Ed. Bldg., Columbia, MO 65211.

JANUS BOOK PUBLISHERS--2501 Industrial Pkwy.,West, Hayward, CA 94545.

J. C. PENNEY CO., INC., Consumer Affairs Dept., Educational Relations--1301 Ave. of the Americas, New York, NY 10019.

JULIAN MESSNER PUBLISHERS, Simon & Schuster Bldg.--1230 Ave. of the Americas, New York, NY 10020.

J. WESTON WALCH, PUBLISHERS--321 Valley St., Portland, ME 04104.

KING FEATURES, Education Division--Dept. 1197, 235 East 45th St., New York, NY 10017.

LAKESHORE CURRICULUM MATERIALS, INC.--2695 E. Dominguez St., P.O. Box 6261, Carson, CA 90749.

LEARNING TREE FILMSTRIPS--P.O. Box 4116, Englewood, CO 80155.

LOTHROP, TREE & SHEPARD COMPANY--105 Madison Ave., New York, NY 10016.

MAFEX ASSOCIATES, INC.--90 Cherry St., Box 519, Johnston, PA 15907.

McGRAW-HILL BOOK COMPANY--P.O. Box 996, Norcross, GA 30091.

McKNIGHT PUBLISHING CO.--P.O. Box 2854, Bloomington, IL 61701.

MID-AMERICA VOCATIONAL CURRICULUM CONSORTIUM, INC.--1500 W. Seventh Ave., Stillwater, OK 74074.

MIND--5845 Gardner Hwy., Alexandria, LA 71303.

NATIONAL ADVISORY COUNCIL FOR CAREER EDUCATION--7th and D Street Southwest, R. O. B. 3, Room 3100, Washington, DC.

NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION, Ohio State University--1960 Kenny Rd., Columbus, OH 43210.

NATIONAL SCHOOL & INDUSTRIAL CORP.--14 Glenwood Ave., P.O. Box 28166, Raleigh, NC 27611.

NEWSWEEK--444 Madison Ave., New York, NY 10022.

OCCUPATIONAL AWARENESS--P.O. Box 948, Los Alamitos, CA 90720.

OPPORTUNITIES FOR LEARNING, INC.--8950 Lurlini Ave., Chatsworth, CA 91311.

OHIO STATE UNIVERSITY, Instructional Materials Lab--1885 Neil Ave., 122 Townsend Hall, Columbus, OH 43210.

PAPERBACKS FOR EDUCATORS--1240 Ridge Road, Ballwin, MO 63021.

PITMAN LEARNING, INC.--6 Davis Dr., Belmont, CA 94002.

PORTLAND STATE UNIVERSITY, Division of Continuing Education--P.O. Box 1491, Portland, OR 97207.

PRAKKEN PUBLICATIONS, INC.--P.O. Box 8623, Ann Arbor, MI 48107.

PRENTICE HALL MEDIA, Servcode DV--150 White Plains Rd., Tarrytown, NY 10591.

PSYCHOLOGICAL CORP.--7500 Old Oak Blvd., Cleveland, OH 44130.

REAL WORLD--235 East 45th St., New York, NY 10017.

REED CAREER SERVICES--Suite 800, 4445 Calgary Trail South, Edmonton, Alberta T6H 979.

SAGE PUBLICATIONS, INC.--P.O. Box 5024, Beverly Hills, CA 90210.

SINGER CAREER SYSTEMS--80 Commerce Drive, Rochester, NY 14623.

SOUTHWESTERN PUBLISHING CO.--5101 Madison Ave., Cincinatti, OH 45227.

TALENT ASSESSMENT, INC.--P.O. Box 5087, Jacksonville, FL 32247-5087.

UMP'S FWAT, Figgie International Inc.--1000 Virginia Ctr. Pkwy., Richmond, VA 23295. Great Activity for the entrepreneurship area of study; available free of charge.

UNIVERSITY OF WISCONSIN, Publications Unit--1025 W. Johnson St., Madison, WI 53706.

VOCATIONAL BIOGRAPHICS, INC.--P.O. Box 31, Sauk Centre, MN 56378.

VOCATIONAL FILMSTRIP CO.--3033 Aloma, Wichita, KS 67211.

VOCATIONAL GUIDANCE MANUALS, CAREER HORIZONS--8259 Niles Center Road, Skokie, IL 60076.

WALT DISNEY EDUCATIONAL MEDIA CO.--500 S. Buena Vista St., Burbank, CA 91521.

WESTMINISTER PRESS--The Witherspoon Bldg., Philadelphia, PA 19107.

WISCONSIN UNIVERSITY VOCATIONAL STUDIES CENTER--964 Educational Sciences I, 1025 W. Johnson St., Madison, WI 53706.

Because many teachers are integrating computer applications into their curriculum, the following pages contain an annotated bibliography of career guidance software.

Annotated Bibliography

Career Guidance Software

COMPANY	SOFTWARE	COMPATIBLE HARDWARE	DESCRIPTION
ACT Career Planning Service American College Testing Program P.O. Box 168 Iowa City, IA 52243	Discover	TRS-80 Models 2,12,16 Upgraded Apple II & IIe, with hard disk IBM Personal with hard disk IBM Personal XT Systems group S-100 Micros operating under CP/M 2.2	Interest inventory program
Career Aids, Inc. 20417 Nordhoff St. Dept. W 765 Chatsworth, CA 91311	Employability Inventory	Apple II/IIe	Career Exploration and decision making
	Job Stress and Burnout	Apple II/IIe TRS-80 III/4	Stress reduction
	First Day on the Job	Apple II/IIe	How to identify and follow work rules
	Computerized career information system	Apple II/IIe TRS-80 II/IIe	Career exploration
	Career Scan IV	Apple II/IIe IBM PC Commodore 64 TRS-80 III/4	Career exploration
	Computerized career assessment and planning	Apple II/IIe TRS-80 III/4	Career exploration
	Computerized career directions	Apple II/IIe TRS-80 III/4	Interest, career exploration
	Self exploration series	Apple II/IIe TRS-80	Assessment and self-appraisal
	Occupational Interest Matching	Apple II/IIe TRS-80 III/4	Career exploration
	The Micro Art of Interviewing	Apple II/IIe TRS-80 III/4	Career exploration
	The Corporation Job Game	Apple II/IIe TRS-80 III/4	Career exploration
	Work Activities Inventory	Apple II/IIe TRS-80 III/4	Interests
	World of Work	Apple II/IIe	Application of math skills in "real world" situations
	Computer Career Planning Series	Apple II/IIe TRS-80 III/4	Assessment, career exploration
	Compu-Job	Apple II/IIe TRS-80 III/4	Career exploration
	Job Readiness Computer Programs	Apple II/IIe	Aptitudes, career exploration
	Career Inventory Assessment	Apple II/IIe	Assessment
	Work Habits for Job Success	Apple II/IIe	Career exploration, self-appraisal
	Personal Habits for Job Success	Apple II/IIe	Decision making

The Right Resume Writer	Apple II/IIe	Fundamentals of resume writing
Work Series	Apple II/IIe TRS-80 III/4	Career exploration, assessment
Business and Office Job Readiness Test	Apple II/IIe IBM PC TRS-80 III/4	Aptitudes
Careers of the Future	Apple II/IIe	Career information
Careers in Hospital Nursing	Apple II/IIe	Career information
The Computer Guide to Fashion Careers	Apple II/IIe	Career information
College Directions: Two and Four Year Colleges	Apple II/IIe TRS-80 III/4	College locator
Scholarships Today	Apple II/IIe TRS-80 III/4	Aids in location of financial aid
College Scan IV	Apple II/IIe IBM PC Commodore 64 TRS-80 III/4	College locator
Choosing a College Major The Micro way	Apple II/IIe	Exploration of College major fields
100 Top Colleges	Apple II/IIe	College locator
Computer SAT and Computer GRE	Apple II/IIe IBM PC TRS-80 III/4	Aptitudes
The Graduation Dilemma	Apple II/IIe TRS-80 III/4	College exploration; interests
Barron's Computer SAT Study Program	Apple II/IIe TRS-80 III/4	Study program for SAT
PSAT Word Attack Skills	Apple II/IIe	Vocabulary review for PSAT
SAT Word Attack Skills	Apple II/IIe	Vocabulary review for SAT
Mastering the SAT	Apple II/IIe	Study guide for SAT
Super Strategies for the SAT	IBM PC	Preparation for SAT
Preparing for the SAT	Apple II/IIe	Preparing for aptitude tests
Quantitative Comparisons	Apple II/IIe	Preparation for math problems
Study Skills	Apple II/IIe TRS-80 III/4	Interests, problem solving study skills improvement
Following Written Directions	Apple II/IIe	Importance of following directions
Strategies for test taking	Apple II/IIe	Tips on test taking skills
Managing Your Time	" "	Teaches time management
Assertiveness Training	" "	Assertiveness training
Stress Management	" "	Stress management
I Can	" "	Coping with stress
Decision Making and Problem Solving	Apple II/IIe TRS-80 III/4	Problem solving
Who Am I?	" "	Assessment, aptitudes
Personality Profile	Apple II/IIe	Self appraisal
Purchase power	" "	Consumer education

	The Values Auction	Apple II/IIe TRS-80 III/4	Career exploration, reward systems
	Counselor Log	Apple II/IIe	File for counseling records
	Test Writer	TRS-80 III/4	Test writer for instructors
	Apple Grade Book	Apple II/IIe	Grade recording system for instructors
	Reading Level Analysis	Apple II/IIe TRS-80 III/4	Reading level evaluation
	Purchase	Apple II/IIe TRS-80 III/4	System for ordering bulk purchase items
	The Classifier: Class Scheduling System	Apple II/IIe TRS-80 III/4	Provides a comprehensive schedule of classes
	The Reporter	Apple II/IIe	Complete report card package
	The Inspector: Attendance Program	Apple II/IIe IBM PC TRS-80 III/4	Comprehensive attendance package
	The Officer	Apple II/IIe TRS-80 III/4	Complete attendance package
	Micro Test	Apple II/IIe	Test generating system
	Gradekeeper	Apple II/IIe	Program for grade storing
	Parent Reporting	Apple II/IIe	"Mini word processor" for sending home personalized messages
Career Aids, Inc. 20417 Nordhoff St. Dept. K 65 Chatsworth, CA 91311	Computerized Career Information System	Apple II/IIe TRS-80 III/4	Career Exploration
	Career Scan IV	Apple II/IIe IBM PC Commodore 64 TRS-80 III/4	Career Exploration
	Computerized Career Assessment Planning	Apple II/IIe TRS-80 III/4	Career Exploration
	Computerized Career Directions	Apple II/IIe TRS-80 III/4	Career Exploration
	Self-exploration Series	Apple II/IIe TRS-80 III/4	Assessment, self-appraisal
	Occupational Interest Matching	Apple II/IIe TRS-80 III/4	Career exploration
	The Micro Art of Interviewing	Apple II/IIe TRS-80 III/4	Aptitudes
	The Corporate Job Game	Apple II/IIe TRS-80 III/4	Career exploration
	Work Activities Inventory	Apple II/IIe TRs-80 III/4	Interest Inventory
	World of Work	Apple II/IIe	Math skills applied to job situations
	Computer Career Planning Series	Apple II/IIe TRS-80 III/4	Assessment
	Compu-Job	Apple II/IIe TRS-80 III/4	Career Exploration
	Job Readiness Computer Programs	Apple II/IIe	Career Exploration
	Career Inventory Assessment	Apple II/IIe	Career assessments
	Work Habits For Job Success	Apple II/IIe	Career Exploration

	Personal Habits for Job Success	Apple II/IIe	Decision making exercises
	The Right Resume Writer	Apple II/IIe	Fundamentals of Resume Writing
	Work Series	Apple II/IIe TRS-80 III/4	Career exploration
	Business and Office Job Readiness Test	Apple II/IIe IBM PC TRS-80 III/4	Aptitudes
	Career of the Future	Apple II/IIe	Career exploration
	Careers in Hospital Nursing	Apple II/IIe	Interest Inventory
	The Computer Guide to Fashion Careers	Apple II/IIe	Career exploration
	College Directions: Two and Four Year Colleges	Apple II/IIe TRS-80 III/4	College locator
	Scholarships Today	Apple II/IIe TRS-80 III/4	Aid in location of financial aid
	College Scan IV	Apple II/IIe IBM PC Commodore 64 TRS-80 III/4	Matches user's interest to list of U.S. colleges
	Choosing a College Major the Micro Way	Apple II/IIe	Interest inventory, exploration of college major fields
	100 Top Colleges	Apple II/IIe	Matches user interest to college in U.S.
COIN Old Mansfield Rd Wooster, OH 44691	Career Search College Search Sooner-Self-determination Financial Aid Eligibility	Radio Shack TRS-80 Model I Level II TRS-80 Model II Apple II	Profile of occupational/educational information
Curriculum Connection 1211 10th St. SW Box 135 Largo, FL 34294	Career System 2000	Apple II, II+, IIe Microcomputer	Career exploration
	Career Scan IV	TRS-80 Model III/4 Apple II/II+/IIe	Career exploration
	Compu-Job: How to get and keep a job	Apple II/II+/IIe	Career exploration
	Self-Exploration Inventories	Apple II/II+/IIe	Self-appraisal
	Careers of the future	Apple II/II+/IIe	Career exploration
	The Right Resume Writer	IBM PC Apple II/II+/IIe	Fundamentals of resume writing
	Careers in Hospital Nursing	Apple II/II+/IIe	Interest inventory
	Nursing and Leadership the E.S.P. Approach	Apple II/II+/IIe	Career exploration
	The Values Auction	TRS-80 III/4 Apple II/II+/IIe	Values assessment
	The Graduation Dilemma	TRS-80 III/4 Apple II/II+/IIe	Problem solving
	The Micro Art of Interviewing	TRS-80 III/4 Apple II/II+/IIe	Aptitudes
	The Work Activities Inventory	TRS-80 III/4 Apple II/II+/IIe	Interest

E.S.P. - Expectations, Skills, Payoffs	TRS-80 III/4 Apple II/II+/IIe	Self-appraisal
The Corporation Job Game	TRS-80 III/4 Apple II/II+/IIe	Career exploration
Barron's SAT	IBM PC Commodore 64 Apple II/II+/IIe	Problem solving
Eduware SAT & PSAT	Apple with Applesoft, 48K memory, and disk drive	Aptitudes
Harcourt Brace Jovanovich	Apple with Applesoft, 48K memory, and disk drive	Aptitudes
College Scan IV	Apple II TRS-80 III/4	Matches user interest to list of colleges in U.S.
Peterson's College Financial Aid Service	Apple IIe/IIc	Matches user with appropriate aid and grants
Peterson's College Selection Service	IBM PC Apple II/II+/IIe	College locator
Counselor Accountability	Apple II/II+/IIe	Counselor aid
Counseling Notes System	Apple II/II+/IIe	Note filing system
Counselor Log	Apple II/II+/IIe	Aid in report writing
Counseling Goals System	Apple II/II+/IIe	Counselor evaluation
MAPS: Methodical Aid to Problem Solving	Apple II/II+/IIe	Aptitudes, problem solving
Job Stress and Burnout: Coping and Prevention	Apple II/II+/IIe	Stress reduction
Choosing a College Major the Micro Way	Apple II/II+/IIe	Assessment
Decision Making and Problem Solving	Apple II/II+/IIe	Problem solving
Computer Science I	Apple II/II+/IIe	Preparation for CS achievement test
Computer Literacy	Apple II/II+/IIe	Intro. to BASIC
Sorting Techniques I	Apple II/II+/IIe	Algorithm of sorting techniques demonstrated
Sorting Techniques II	Apple II/II+/IIe	Algorithm of sorting techniques demonstrated
Meddle Pruf	Apple II/II+/IIe	Prevents piracy of and tampering with student's disk by another student
Visual Discrimination	TRS-80 III/4 Apple II/II+/IIe	Provides practice for discriminating between shapes
Visual Memory	TRS-80 III/4 Apple II/II+/IIe	Focuses on improving visual memory
Troll's tale	Apple II/II+/IIe	Give to strengthen abilities to draw conclusions, make inferences
Creativity	Apple II/II+/IIe	Stimulates creative thinking
Language Skills	TRS-80 III/4 Apple II/II+/IIe	Teaches language through conversational approach
Capitalization Plus	Apple II/II+/IIe	Covers all rules for capitalization
Subject-Verb agreement Plus	Apple II/II+/IIe	Covers rules for subject-verb agreement

	Diagramming	TRS-80 III/4 Apple II/II+/IIe	Shows relationship between various parts of a sentence
	English Achievement I-V	TRS-80 III/4 Commodore 64 IBM PC Apple II/II+/IIe	English grammar tutorial and review
	Spanish Achievement I-III	Apple II/II+/IIe	Spanish grammar tutorial and review
	Lifeskills Reading series	Apple II/II+/IIe	Reinforcement of reading skills in "everyday settings"
	Addition with Carry	TRS-80 III/4 Commodore 64 IBM PC Apple II/II+/IIe	Math tutorial program
	Elementary Math Steps	Commodore 64	Elementary math tutorial, up to grade 3
	Subtraction	TRS-80 III/4 Commodore 64 IBM PC Apple II/II+/IIe	Practice in subtraction, elementary and up
	Math Machine	Apple II/II+/IIe	Math tutorial program; timing gets faster as program proceeds
	Math for all ages	TRS-80 III/4	Broad-ranged math practice programs
	Spatial relations	TRS-80 III/4 Apple II/II+/IIe	Eight programs dealing with geometric shapes and spatial relationships
	Personal Consumerism	TRS-80 III/4 Commodore PC Apple II/II+/IIe	Encourages basic skills in personal money management
	Contemporary Living	TRS-80 III/4 Commodore PC Apple II/II+/IIe	Encourages basic skills in personal money management
	Work Series	TRS-80 III/4 Commodore PC Apple II/II+/IIe	Encourages basic skills in personal money management
	Personal Finance	TRS-80 III/4 Commodore PC Apple II/II+/IIe	Encourages basic skills in personal money management
	Lifeskills Math Series	TRS-80 III/4 Apple II/II+/IIe	Encourages building of basic skills in math
Jefferson Software Systems Software Assoc. 723 Kanawha Blvd. Charleston, WV 25301	Computerized Career Assessment and Planning Program	Apple II/IIe TRS-80 III/4 IBM PC	Career exploration, decision making
	Career Directions	Apple II/IIe TRS-80 III/4 IBM PC	Career exploration
	College Directions	Apple II/IIe TRS-80 III/4 IBM PC	Aids in matching individual's interest to a college
	Scholarships Today Module I	Apple II/IIe TRS-80 III/4 IBM PC	Exploration of financial aid programs

	Scholarships Today Module II	Apple II/IIe TRS-80 III/4 IBM PC	Exploration of financial aid from private sources
	Careers of the Future	Apple II/II+/IIe	Career exploration
	The Values Auction	Apple II/II+/IIe TRS-80 III/4	Exploration of major reward systems
	The Corporation Job Game	Apple II/II+/IIe TRS-80 III/4	Decision making skills
	The Work Activities Inventory	Apple II/II+/IIe TRS-80 III/4	Interest
	The Micro Art of Interviewing	Apple II/II+/IIe TRS-80 III/4	Preparing for an interview
	The Graduation Dilemma	Apple II/II+/IIe TRS-80 III/4	Aptitudes, decision making
	E.S.P The Micro Basics of Supervision	Apple II/II+/IIe TRS-80 III/4	Concepts of supervision
Lakeshore Curriculum Materials Co. P.O. Box 6261 Carson, CA 90749	Everyday Consumer Skills	Apple II/IIe TRS-80 III/4	Skills for everyday living
	Survival Math Games	Apple II/IIe TRS-80 III/4	Game format to strengthen math skills
	Following Written Directions	Apple II/IIe	Learning to follow instructions
	Money Matters	Apple II/IIe TRS-80	Practical experiences in banking and consumer transactions
	Math and Your Personal Finances	Apple II/IIe TRS-80	Management of personal finances
	Shop and Save	Apple II/IIe TRS-80	Consumer finances and transactions
	Math for Everyday Living	Apple II/IIe TRS-80	Basic math skills
	Using the Phone Directory	Apple II/IIe TRS-80	Understanding terminology in the phone directory
	Math in the Marketplace	Apple II/IIe TRS-80	Using math skills in everyday settings
	Math Blaster	Apple II/IIe	Math skills game
	Math Baseball	Apple II/IIe TRS-80	Math skills game
	Math Conquerers	Apple II/IIe TRS-80	Math skills game
	Realval	Apple II/IIe TRS-80 IBM PC Osborne I	Analyzes real estate income properties for investment values
	Computer Literacy for the IBM PC	IBM PC or PC compatibles	Learning about the IBM PC
	Introduction to Basic: For the IBM PC	IBM PC or PC compatibles	Teaches Basic programming
	Hypergraphics	IBM PC Apple II	Creating and updating graphics
	Data Processing Courseware	Apple II IBM PC	Data processing
	Accounting Clerk Practice Set	Apple TRS-80	Practice set for acct. and bookkeeping
	Microcomputer Accounting Applications	Apple TRS-80	Application of business record keeping
	Gregg Personal Keyboarding	Apple TRS-80	Training in location of letters and characters

			on the TRS-80 and Apple II keyboards
	Marketing Peanut Butter	Apple TRS-80 IBM PC	Marketing and management decision making
	The Donut Franchise	Apple TRS-80 IBM PC	Students make all of the decisions for a small business
	Accounting Courseware	Apple IBM	Covers the accounting cycle for a single proprietership
	Computer Power	Apple II+/IIe	Beginner programming
	Microcomputer applications for the Data Processing Work Kit	TRS-80 Apple II/II+	Business data processing activities
	Accounting Courseware	Apple II+ TRS-80 III	Clarifies information flow in the acct. cycle
Southwest/Mind 5845 Gardner HWY Alexandria, LA 71303	Mechanics Cluster	Apple & compatible	Nine modules of instruction
	Construction Trades Cluster	Apple & compatible	Two modules, "Reading the Rules" and "Measuring and Cutting to Size"
	Metal Trades Cluster	Apple & compatible	Two modules, "Shop Math" and "Blueprint Reading"
	Welding Processes	Apple & compatible	Instructions in Welding
	Digestion	Apple & compatible	Nursing Cluster
	Inventory	Apple & compatible	Retailing Cluster
	Clerical/Office Cluster	Apple & compatible	Six instructional modules
	Food Service Cluster	Apple & compatible	Five instructional modules
	Carpentry Cluster	Apple & compatible	Five instructional modules
	Survival Skills Cluster	Apple & compatible	Computer Software Skills programs designed to improve thinking and reading abilities

The Texas Occupational Information Coordinating Committee can provide information about job situations directly, or refer you to other sources. They may be contacted by writing: Texas Employment Commission Bldg., 15th and Congress, Room 526T, Austin, TX 78778 or by phoning (512) 397-4970.

Labor market information, specifically information dealing with future occupational supply characteristics of the work force, changes in area economic activities, and the employment structure of major industries, may be secured from: Chief, Economic Research and Analysis Employment Commission, 1117 Trinity St., Austin, TX. Phone (512) 397-4540.

EDUCATION SERVICE CENTERS

In addition, the education service centers listed below have career guidance materials available for use by school districts in their regions:

REGION I Co.Dist.No.
108-950
Lauro Guerro, Region I Education Service Center--1900 West Schunior, Edinburg, TX 78539. (512) 383-5611.

REGION II Co.Dist.No.
178-950
Gerald Cook, Region II Education Service Center--209 North Water Street, Corpus Christi, TX 78401. (512) 883-9288.

REGION III
235-950
Dennis Grizzle, Region III Education Service Center--1905 Leary Lane, Victoria, TX 77901. (512) 573-0731.

REGION IV
101-950
Tom Pate, Jr., Region IV Education Service Center--P.O. Box 863, 7200 West Tidwell, Houston, TX 77001. (713) 462-7708.

REGION V Co.Dist.No.
181-950
Fred Waddell, Region V Education Service Center--2295 Delaware Street, Beaumont, TX 77703. (409) 835-5212.

REGION VI Co.Dist.No.
236-950
Max. W. Schlotter, Region VI Education Service Center--3332 Montgomery Road, Huntsville, TX 77340. (409) 295-9161.

REGION VII
092-950
Donald J. Peters, Region VII Education Service Center--P.O. Drawer 1622, 818 East Main Street, Kilgore, TX 75662. (214) 984-3071.

REGION VIII

225-950

Scott Ferguson, Region VIII Education Service Center--100 North Riddle Street, Mt. Pleasant, TX 75455. (214) 572-8551.

REGION IX

225-950

Jim O. Rogers, Region IX Education Service Center--301 Loop 11, Wichita Falls, TX 76305. (817) 322-6928.

REGION X

057-950

Joe T. Farmer, Region X Education Service Center--P.O. Box 1300, 400 E. Spring Valley Road, Richardson, TX 75080. (214) 231-6301.

REGION XI

220-950

R.P. Campbell, Jr., Region XI Education Service Center--3001 North Freeway, Fort Worth, TX 76106. (817) 625-5311.

REGION XII

161-950

Weldon O. Mills, Region XII Education Service Center--P.O. Box 1249, 401 Franklin Ave., Waco, TX 76703. (817) 756-7494.

REGION XIII

227-950

Joe Parks, Region XIII Education Service Center--7703 North Lamar Blvd., Austin, TX 78752. (512) 458-9131.

REGION XIV

221-950

Thomas Lawrence, Region XIV Education Service Center--Rt. 1, P.O. Box 70A, 1850 State Highway 351, Abilene, TX 79601. (915) 676-8201.

REGION XV

Co.Dist.No.
226-950

Clyde Warren, Region XV Education Service Center--P.O. Box 5199, 612 South Irene St., San Angelo, TX 76902. (915) 658-6571.

REGION XVI

Co.Dist.No.
188-950

Kenneth Laycock, Region XVI Education Service Center--P.O. Box 30600, 1601 South Cleveland, Amarillo, TX 79120. (806) 376-5521.

REGION XVII

152-950

Delwin Webb, Region XVII Education Service Center--4000 22nd Place, Lubbock, TX 79410. (806) 792-4000.

REGION XVIII

165-950

J. W. Donaldson, Region XVIII Education Service Center--P.O. Box 6020, LaForce Boulevard, Midland, TX 79701. (915) 563-2380.

REGION XIX

071-950

John E. Uxer, Region XIX Education Service Center--P.O. Box 10716, 6611 Boeing Drive, El Paso, TX 79997. (915) 779-3737.

REGION XX

015-950

Judy Castleberry, Region XX Education Service Center--1314 Hines Avenue, San Antonio, TX 78208. (512) 271-7611.

GOVERNMENT RESOURCES

Government agencies put out a great deal of free or low-cost career material. The Counselor's Guide to Occupational Information, published in 1980 by the U.S. Department of Labor, identifies pamphlets, brochures, monographs, and other career guidance publications prepared by federal agencies. The guide can be purchased for $4.00 from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Orders should include the GPA stock number, 029-001-02490-8. In addition, the following is a list of the more common publications available through various branches of the United States Government:

ASSOCIATION OF INDEPENDENT COLLEGES AND SCHOOLS--1 Dupont Circle N.W., Suite 350, Washington, DC 20036. Phone (202) 659-2460. Publishes the Directory of Educational Institutions, which lists schools accredited by the Association of Independent Colleges and Schools (AICS). Most AICS-accredited institutions are business schools.

COLLEGE BOARD PUBLICATION ORDERS--Department A, Box 886, New York, NY 10101. Provides a list of college board publications on student financial aid. It is updated annually.

CONSUMER INFORMATION CENTER--Pueblo, CO 81009. Provides free and/or inexpensive publications concerning a variety of career information.

EQUAL EMPLOYMENT OPPORTUNITY COMMISSION--2401 E. St. N.W., Washington, DC 20507. Phone (202) 634-6922. Provides information concerning discrimination based on race, color, religion, sex, national origin, age, and handicap.

NATTS--2021 K. St. N.W., Washington, DC 20006. Phone (202) 296-8892. Provides information on private trade and technical schools. Publications include: Handbook of Trade and Technical Careers and Training, How to Choose a Career and a Career School, and College Plus: Put your degree to work with Trade and Technical Skills.

NATIONAL AUDIOVISUAL CENTER-GENERAL SERVICES ADMINISTRATION--Information Services Section, Washington, DC 20409. Phone (301)763-1896. The center provides free lists of materials available for rental or purchase. Subject areas include jobs and careers.

OFFICE OF INFORMATION AND CONSUMER AFFAIRS--Employment Standards Administration, U.S. Department of Labor, Room C-4331, 200 Constitution Ave., N.W., Washington, DC 20210. Provides information regarding federal laws concerning fair labor standards, the minimum wage law, and equal employment opportunity.

PELL GRANTS--P.O. Box 84, Washington, DC 20044. Phone 301/984-4070. Provides information about programs administered by the U.S. Department of Education in a pamphlet entitled Five Federal Financial Aid Programs and a Student Consumer's Guide.

SUPERINTENDENT OF DOCUMENTS--U.S. Government Printing Office, Washington, DC 20402. The U.S. Department of Education's National Center for Educational Statistics publishes a pamphlet entitled, Postsecondary Schools with Occupational Programs, which lists vocational-technical institutes, trades and technical schools, business schools, and other institutions that provide career training. Dozens of vocational areas are included. It may be purchased for $9.50. Please specify GPO stock number 065-000-00192-6.

U.S. DEPARTMENT OF LABOR--Bureau of Labor Statistics, Washington, DC 20212. The two most common publications which provide occupational information are published by the U.S. Department of Labor. The Dictionary of Occupational Titles classifies and codes over 20,000 occupations, in addition to giving short job descriptions, alternate job titles, and industrial designation. The Occupational Outlook Handbook, revised every two years, provides information about job duties, working conditions, level and places of employment, education and training requirements, advancement possibilities, job outlook, earnings, and other occupations which require similar aptitudes, interests, or training. Order information: Contact the Bureau of Labor Statistics, 555 Griffin Square Building, Dallas, TX 75202. Phone (214) 767-6971.

WOMEN'S BUREAU/U. S. DEPARTMENT OF LABOR--Room S-3005, 200 Constitution Avenue, N.W., Washington, DC 20210. Phone (202) 523-6668. Provides resource materials for women including Job Options for Women in the 80's and A Woman's Guide to Apprenticeship. These may be obtained by sending a self-addressed envelope to the above address.

ASSOCIATIONS, UNIONS, AND OTHER ORGANIZATIONS

Many associations, unions, and other organizations provide useful information on careers.

THE NATIONAL CAREER DIRECTORY: An Occupational Information Handbook--Arco Publishing, Inc., 219 Park Avenue, South New York, NY 10003, is an indispensable directory of organizations and associations which provide free or inexpensive materials about careers. The following section provides examples of organizations, associations, and agencies, grouped by occupational areas, which provide occupational information.

AGRICULTURE

AMERICAN FORESTRY ASSOCIATION--1319 18th Street, N.W., Washington, DC 20036.

AMERICAN GEOLOGICAL INSTITUTE--5202 Tusburg Pike, Falls Church, VA 22041.

AMERICAN INSTITUTE OF BIOLOGICAL SCIENCES--1401 Wilson Boulevard, Arlington, VA 22209.

AMERICAN PHYSIOLOGICAL SOCIETY, Ed. Offices--9650 Rockville Pike, Bethesda, MD 20814.

AMERICAN SOCIETY OF AGRONOMY--677 S. Segoe Road, Madison, WI 53711.

AMERICAN VETERINARY MEDICAL ASSOCIATION--930 N. Meachan Road, Schaumburg, IL 60196.

ASSOCIATION OF AMERICAN GEORGRAPHERS--1710 16th Street, N.W., Washington, DC 20009.

CROP SCIENCE SOCIETY OF AMERICA--677 S. Segoe Road, Madison, WI 53711.

HIGHER EDUCATION PROGRAMS, Agricultural Research Service--U.S. Department of Agriculture, Ad. Building, 14th Street and Independence Avenue, S.W., Washington, DC 20250.

NATIONAL RECREATION AND PARK ASSOCIATION, Division of Professional Services--3101 Park Center Drive, Alexandria, VA 22302.

NATIONAL FARM AND POWER EQUIPMENT DEALERS ASSOCIATION--10877 Watson Road, St. Louis, MO 63127.

SOCIETY OF AMERICAN FORESTERS--5400 Grosvenor Lane, Bethesda, MD 20814.

SOCIETY OF EXPLORATION GEOPHYSICISTS--P.O. Box 3098, Tulsa, OK 74101.

BUSINESS

ALLIANCE OF AMERICAN INSURANCE--20 N. Wacker Drive, Chicago, IL 60606.

AMERICAN ACADEMY OF ACTUARIES--1835 K. Street, N.W., Suite 515, Washington, DC 20006.

AMERICAN BANKERS ASSOCIATION--1120 Connecticut Avenue, N.W., Washington, DC 20036.

AMERICAN COUNCIL OF LIFE INSURANCE--1850 K. Street N.W., Washington, DC 20006.

AMERICAN FEDERATION OF INFORMATION PROCESSING SOCIETIES--1815 N. Lynn Street, Arlington, VA 22209.

AMERICAN INSTITUTE OF CERTIFIED PUBLIC ACCOUNTANTS--1211 Avenue of the Americas, New York, NY 10036.

AMERICAN SOCIETY OF PENSION ACTUARIES--1413 K. Street, N.W., 5th Floor, Washington, DC 20005.

ASSOCIATION FOR SYSTEMS MANAGEMENT--24587 Bagley Road, Cleveland, OH 44138.

BANK ADMINISTRATION INSTITUTE--60 Gould Center, Rolling Meadows, IL 60008.

CASUALTY ACTUARIAL SOCIETY-ONE PENN PLAZA--250 W. 34th Street, New York, NY 10119.

COMPUTER AND BUSINESS EQUIPMENT MANUFACTURER'S ASSOCIATION, Human Resources--311 1st. Street, N.W., Washington, DC 20001.

COMPUTER CAREERS-DOL, DPMA--505 Busse Highway, Park Ridge, IL 60068.

THE INSTITUTE OF INTERNAL AUDITORS--P.O. Box 1119, 249 Maitland Avenue, Altamonte Springs, FL 32701.

INSURANCE INFORMATION INSTITUTE--110 William Street, New York, NY 10038.

NATIONAL ASSOCIATION OF ACCOUNTANTS--919 Third Avenue, New York, NY 10022.

NATIONAL ASSOCIATION OF BANK WOMEN, INC., National Office--500 N. Michigan Avenue, Chicago, IL 60611.

NATIONAL ASSOCIATION OF BUSINESS ECONOMISTS--28349 Chagrin Boulevard, Suite 201, Cleveland, OH 44122.

NATIONAL ASSOCIATION OF LEGAL SECRETARIES-INTERNATIONAL--3005 E. Skelly Drive, Suite 120, Tulsa, OK 74105.

THE NATIONAL ASSOCIATION OF LIFE UNDERWRITERS--1922 F. Street, N.W., Washington, DC 20006.

NATIONAL MASS RETAILING INSTITUTE--570 7th Avenue, New York, NY 10018.

NATIONAL SOCIETY OF PUBLIC ACCOUNTANTS AND ACCREDITATION COUNCIL FOR ACCOUNTANCY--1010 N. Fairfax Street, Alexandria, VA 22314.

PROFESSIONAL SECRETARIES INTERNATIONAL--2440 Pershing Road, Suite G10, Kansas City, MO 64103.

CONSTRUCTION

A/C CONTRACTORS OF AMERICA--1228 17th Street, N.W., Washington, DC 20036.

AIR CONDITIONING AND REFRIGERATION INSTITUTE--1815 N. Fort Meyer Drive, Arlington, VA 22209.

AMERICAN CONGRESS ON SURVEYING AND MAPPING--210 Little Falls Street, Falls Church, VA 22046.

APPRENTICESHIPS AND TRAINING---815 15th Street, N.W., Washington, DC 22205.

ASSOCIATED BUILDERS AND CONTRACTORS, INC.--729 15th Street, N.W., Washington, DC 20005.

ASSOCIATED GENERAL CONTRACTORS OF AMERICA, INC.--1957 E. Street, N.W., Washington, DC 20006.

ASSOCIATION OF HOME APPLIANCE MANUFACTURERS--20 North Wacker Drive, Chicago, IL 60606.

BUILDING AND CONSTRUCTION TRADES--Department AFL-CIO, 815 16th Street, N.W., Washington, DC 20006.

BUILDING OFFICIALS AND CODE ADMINISTRATION INTERNATIONAL, INC.--17926 Halstead Street, Homewood, IL 60430.

ENGINEERING MANPOWER COMMISSION OF THE AMERICAN ASSOCIATION OF ENGINEERING SOCIETIES--345 E. 47th, New York, NY 10017.

INDEPENDENT ELECTRICAL CONTRACTORS, INC.--1101 Connecticut Avenue, N.W., Suite 700, Washington, DC 20036.

THE INTERNATIONAL ASSOCIATION OF MACHINISTS AND AEROSPACE WORKERS--1300 Connecticut Avenue, NW, Washington, DC 20036.

INTERNATIONAL BROTHERHOOD OF ELECTRICAL WORKERS--1125 15th Street, N.W., Washington, DC 20005.

INTERNATIONAL CONFERENCE OF BUILDING OFFICIALS--5360 S. Workman Mill Road, Whittier, CA 90601.

INTERNATIONAL UNION OF BRICKLAYERS AND ALLIED CRAFTSMEN INTERNATIONAL MASONERY INSTITUTE, Apprenticeship and Training--815 15th Street, N.W., Washington, DC 20005.

INTERNATIONAL UNION OF ELECTRONIC, ELECTRICAL, TECHNICAL, SALARIED AND MACHINE WORKERS--1126 16th Street, N.W., Washington, DC 20036.

INTERNATIONAL UNION OF OPERATING ENGINEERS--1125 17th Street, N.W., Washington, DC 20036.

JETS, INC.--345 East 47th Street, New York, NY 10017.

LABORER'S ASSOCIATED GENERAL CONTRACTOR'S EDUCATION AND TRAINING FUND--1730 Rhode Island Avenue, NW, Suite 909, Washington, DC 20036.

LABORER'S INTERNATIONAL UNION OF NORTH AMERICA--905 16th Street, N.W., Washington, DC 20006.

MECHANICAL CONTRACTORS ASSOCIATION OF AMERICA--5530 Wisconsin Avenue, Suite 750, Washington, DC 20015.

NATIONAL ASSOCIATION OF HOME BUILDERS, Manpower Development and Training Department--15th & M Streets, N.W., Washington, DC 20005.

NATIONAL ASSOCIATION OF PLUMBING-HEATING-COOLING CONTRACTORS--1016 20th Street, NW, Washington, DC 20036.

NATIONAL ELECTRICAL CONTRACTORS ASSOCIATION--7315 Wisconsin Avenue, Bethesda, MD 20814.

NATIONAL JOINT PAINTING, DECORATING AND DRYWALL FINISHING APPRENTICESHIPS AND TRAINING COMMITTEE--1750 New York Avenue, NW, Lower Level, Washington, DC 20006.

THE NATIONAL MACHINE TOOL BUILDERS--7901 Westpark Drive, McLean, VA 22102.

THE NATIONAL TOOLING AND MACHINING ASSOCIATION--9300 Livingston Road, Ft. Washington, MD 20744.

NATIONAL SOCIETY OF PROFESSIONAL ENGINEERS--2029 K. Street, N.W., Washington, DC 20006.

OPERATIVE PLASTERERS AND CEMENT MASONS INTERNATIONAL ASSOCIATION OF THE UNITED STATES AND CANADA--1125 17th Street, N.W., Washington, DC 20036.

SHOE SERVICE INSTITUTE OF AMERICA--154 West Hubbard St., Chicago, IL 60610.

SOCIETY OF WOMEN ENGINEERS--345 E. 47th Street, New York, NY 10017.

SOUTHERN BUILDING CODE CONGRESS INTERNATIONAL, INC.--900 Montclair Road, Birmingham, AL 35213.

UNITED BROTHERHOOD OF CARPENTERS AND JOINERS OF AMERICA--101 Constitution Avenue, N.W., Washington, DC 20005.

UPHOLSTER'S INTERNATIONAL UNION--(Contact your local).

CONSUMER AND HOMEMAKING

AIM FOR A JOB IN RESTAURANTS AND FOOD SERVICE--219 Park Avenue South, New York, NY 10003.

AMERICAN INSTITUTE OF NUTRITION--9650 Rockville Pike, Bethesda, MD 20014.

AMERICAN TEXTILE MANUFACTURER'S INSTITUTE--400 South Tryon Street, Charlotte, NC 28285.

CAREERS IN HOME ECONOMICS--866 Third Avenue, New York, NY 10022.

CAREER INFORMATION, AMERICAN HOME ECONOMICS ASSOCIATION--2010 Massachusetts Avenue, N.W., Washington, DC 20036.

DAY CARE AND CHILD DEVELOPMENT COUNCIL OF AMERICA--1401 K Street, NW, Washington, DC 20005.

THE FASHION BUSINESS: IT'S ALL YOURS--Division of Harper and Row Publishers, Inc., 10 East 53rd Street, New York, NY 10022.

THE FASHION INSTITUTE OF DESIGN AND MERCHANDISING--790 Market Street, San Francisco, CA 94102.

INSTITUTE OF FOOD TECHNOLOGISTS--Suite 2120, 221 North LaSalle Street, Chicago, IL 60601.

INTERNATIONAL FABRICARE INSTITUTE--Joliet, IL 60434.

LOOKING FORWARD TO A CAREER IN FASHION--500 South Third Street, Minneapolis, MN 55415.

NATIONAL INSTITUTE FOR FOOD SERVICE INDUSTRY--120 South Riverside Plaza, Chicago, IL 60606.

SCHOOL OF CONSUMER AND FAMILY SCIENCES--Purdue University, West Lafayette, IN 47907.

YOUR CAREER IN THE FASHION INDUSTRY--219 Park Avenue South, New York, NY 10003.

YOUR FUTURE AS A HOME ECONOMIST--219 Park Avenue South, New York, NY 10003.

HEALTH

AMERICAN ACADEMY OF FAMILY PHYSICIANS--Volker Boulevard at Brookside, Kansas City, MO 64112.

AMERICAN ACADEMY OF PEDIATRICS--1801 Hinman Avenue, Evanston, IL 60204.

AMERICAN ACADEMY OF PHYSICIANS' ASSOCIATES--Duke University Medical Center, Box 2914 CHS, Durham, NC 27706.

AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION--1201 Sixteenth St., N.W., Washington, DC 20036.

AMERICAN ASSOCIATION FOR RESPIRATORY THERAPY--7411 Hines Place, Dallas, TX 75235.

AMERICAN ASSOCIATION OF BLOOD BANKS--Suite 1322, 30 North Michigan, Chicago, IL 60602.

AMERICAN ASSOCIATION OF DENTAL SCHOOLS--211 East Chicago Avenue, Chicago, IL 60611.

AMERICAN ASSOCIATION OF HOSPITAL ACCOUNTANTS--840 North Lake Shore Drive, Chicago, IL 60601.

AMERICAN ASSOCIATION OF INDUSTRIAL NURSES, INC.--79 Madison Avenue, New York, NY 10016.

AMERICAN ASSOCIATION OF MEDICAL ASSISTANTS--One East Wacker Drive, Chicago, IL 60601.

AMERICAN ASSOCIATION OF NURSE ANESTHETISTS--111 East Wacker Drive, Suite 929, Chicago, IL 60601.

AMERICAN ASSOCIATION OF OPHTHALMOLOGY--1100 17th Street, N.W., Washington, DC 20036.

AMERICAN CANCER SOCIETY--219 East 42nd Street, New York, NY 10017.

AMERICAN COLLEGE OF HOSPITAL ADMINISTRATORS--840 North Lake Shore Dr., Chicago, IL 60611.

AMERICAN CONGRESS OF REHABILITATION MEDICINE--30 North Michigan Avenue, Chicago, IL 60201.

AMERICAN CORRECTIVE THERAPY ASSOCIATION, Public Relations Officer--1781 Begen Avenue, Mountain View, CA 94040.

AMERICAN DENTAL ASSISTANTS ASSOCIATION--211 East Chicago Avenue, Chicago, IL 60611.

AMERICAN DENTAL HYGIENISTS ASSOCIATION--211 East Chicago Avenue, Chicago, IL 60611.

AMERICAN DIABETES ASSOCIATION--18 East 48th Street, New York, NY 10017.

AMERICAN DIETETIC ASSOCIATION--620 North Michigan Avenue, Chicago, IL 60611.

AMERICAN HEART ASSOCIATION--44 East 23rd Street, New York, NY 10010.

AMERICAN HOME ECONOMIC ASSOCIATION--2010 Massachusetts Ave. N.W., Washington, DC 20036.

AMERICAN HOSPITAL ASSOCIATION--840 North Lake Shore Dr., Chicago, IL 60611.

AMERICAN INDUSTRIAL HYGIENE ASSOCIATION--25711 Southfield Road, Southfield, MI 48075.

AMERICAN INSTITUTE OF PHYSICS--335 East 45th Street, New York, NY 10017.

AMERICAN JOURNAL OF ART THERAPY--Box 4918, Washington, DC 20008.

AMERICAN LIBRARY ASSOCIATION--50 East Huron Street, Chicago, IL 60611.

AMERICAN LUNG ASSOCIATION--1740 Broadway, New York, NY 10019.

AMERICAN MEDICAL ASSOCIATION--535 North Dearborn Street, Chicago, IL 60610.

AMERICAN MEDICAL RECORD ASSOCIATION--Suite 1850, 875 North Michigan Avenue, Chicago, IL 60611.

AMERICAN MEDICAL TECHNOLOGISTS--710 Higgins Road, Park Ridge, IL 60068.

AMERICAN MEDICAL WOMEN'S ASSOCIATION, INC.--1740 Broadway, New York, NY 10019.

AMERICAN NATIONAL RED CROSS--17th and D Streets, N.W., Washington, DC 20006.

AMERICA NURSES' ASSOCIATION--10 Columbus Circle, New York, NY 10019.

ANA-NLN COMMITTEE ON NURSING CAREERS--10 Columbus Circle, New York, NY 10019.

AMERICAN NURSING HOME ASSOCIATION--1025 Connecticut Avenue N.W., Washington, DC 20036.

AMERICAN OCCUPATIONAL THERAPY ASSOCIATION--251 Park Avenue South, New York, NY 10010.

AMERICAN OPTOMETRIC ASSOCIATION--7000 Chippewa Street, St. Louis, MO 63119.

AMERICAN ORTHOPTIC COUNCIL--3400 Massachusetts Avenue, Washington, DC 20007.

AMERICAN ORTHOTIC AND PROSTHETIC ASSOCIATION--1440 N. Street, N.W., Washington, DC 20005.

AMERICAN OSTEOPATHIC ASSOCIATION--212 East Ohio Street, Chicago, IL 60611.

AMERICAN ASSOCIATION OF COLLEGES OF PHARMACY--850 Sligo Avenue, Silver Spring, MD 20910.

AMERICAN PHARMACEUTICAL ASSOCIATION--2215 Constitution Avenue, N.W., Washington, DC 20037.

AMERICAN PHYSICAL THERAPY ASSOCIATION--1156-15th Street, N.W., Washington, DC 20005.

AMERICAN PHYSIOLOGICAL SOCIETY--9650 Rockville Pike, Bethesda, MD 20014.

AMERICAN PODIATRY ASSOCIATION--20 Chevy Chase Circle, N.W., Washington, DC 20015.

AMERICAN PSYCHIATRIC ASSOCIATION--1700-18th Street, N.W., Washington, DC 20009.

AMERICAN PSYCHOLOGICAL ASSOCIATION--1200-17th Street, N.W., Washington, DC 20036.

AMERICAN PUBLIC HEALTH ASSOCIATION--1015-18th Street, N.W., Washington, DC 20036.

AMERICAN REHABILITATION COUNSELING ASSOCIATION--1605 New Hampshire Avenue, Washington, DC 20036.

AMERICAN SPEECH AND HEARING ASSOCIATION--9030 Old Georgetown Road, Washington, DC 20014.

AMERICAN SOCIAL HEALTH ASSOCIATION--1740 Broadway, New York, NY 10019.

AMERICAN SOCIETY FOR PHARMACOLOGY AND EXPERIMENTAL THERAPEUTICS, INC.--9650 Rockville Pike, Bethesda, MD 20014.

AMERICAN SOCIETY OF ELECTROENCEPHALOGRAPHIC TECHNOLOGISTS--University of Iowa, Division of EEG & Neurophysiology, 500 Newton Road, Iowa City, IA 52240.

AMERICAN SOCIETY OF BIOLOGICAL CHEMISTS--9650 Rockville Pike, Bethesda, MD 20014.

AMERICAN SOCIETY OF CLINICAL PATHOLOGISTS--2100 West Harrison Street, Chicago, IL 60612.

AMERICAN SOCIETY OF MEDICAL TECHNOLOGISTS, Suite 1600, Hermann Professional Bldg., Houston, TX 77025.

AMERICAN SOCIETY OF MICROBIOLOGY--1913 Eye Street, N.W., Washington, DC 20006.

AMERICAN SOCIETY OF RADIOLOGIC TECHNOLOGISTS--645 North Michigan Ave., Suite 620, Chicago, IL 60611.

AMERICAN SOCIETY OF SAFETY ENGINEERS--850 Busse Highway, Park Ridge, IL 60068.

AMERICAN VETERINARY MEDICAL ASSOCIATION--600 South Michigan Ave., Chicago, IL 60605.

ARTHRITIS FOUNDATION--1212 Ave. of the Americas, New York, NY 10036.

ASSOCIATION OF AMERICAN MEDICAL COLLEGES--One Dupont Circle, N.W., Washington, DC 20036.

ASSOCIATION OF MEDICAL ILLUSTRATORS--Medical College of Georgia, Augusta, GA 30902.

ASSOCIATION OF MEDICAL REHABILITATION DIRECTORS AND COORDINATORS--Franklin Delano Roosevelt V.A. Hospital, Montrose, NY 10548.

ASSOCIATION OF SCHOOLS OF ALLIED HEALTH PROFESSIONS--One Dupont Circle, Suite 300, Washington, DC 20036.

ASSOCIATION OF UNIVERSITY PROGRAMS IN HOSPITAL ADMINISTRATION--One Dupont Circle, Suite 420, Washington, DC 20036.

BIOLOGICAL PHOTOGRAPHIC ASSOCIATION--P.O. Box 12866, Philadelphia, PA 19108.

BIOMEDICAL ENGINEERING AND INSTRUMENTATION, Division of Research Services, National Institutes of Health--9000 Wisconsin Avenue, Bethesda, MD 20014.

BIOMEDICAL ENGINEERING SOCIETY--P.O. Box 1600, Evanston, IL 60204.

BLUE CROSS ASSOCIATION--840 North Lake Shore Drive, Chicago, IL 60611.

COUNCIL FOR THE ADVANCEMENT OF SCIENCE WRITING, INC.--201 Christie Street, Leonia, NJ 07605.

GOODWILL INDUSTRIES OF AMERICA, INC.--9200 Wisconsin Avenue, Washington, DC 20014.

GUILD OF PRESCRIPTION OPTICIANS OF AMERICAN, INC.--1250 Connecticut Avenue, N.W., Washington, DC 20036.

HOSPITAL FINANCIAL MANAGEMENT ASSOCIATION--840 North Lake Shore Dr., Chicago, IL 60611.

INTERSOCIETY COMMITTEE ON PATHOLOGY INFORMATION--9650 Rockville Pike, Bethesda, MD 20014.

MATERNITY CENTER ASSOCIATION--48 East 92nd Street, New York, NY 10028.

MEDICAL LIBRARY ASSOCIATION, INC.--919 North Michigan Avenue, Suite 2023, Chicago, IL 60611.

NATIONAL ASSOCIATION FOR MENTAL HEALTH--1800 North Kent Street, Rosslyn, VA 22209.

NATIONAL ASSOCIATION FOR MUSIC THERAPY, INC.--P.O. Box 610, Lawrence, KS 66044.

NATIONAL ASSOCIATION FOR PRACTICAL NURSE EDUCATION AND SERVICES--1465 Broadway, New York, NY 10036.

NATIONAL ASSOCIATION FOR RETARDED CHILDREN--2709 Avenue E East, Arlington, TX 76011.

NATIONAL ASSOCIATION OF CERTIFIED DENTAL LABORATORIES--3801 Mount Vernon Avenue, Alexandria, VA 22305.

NATIONAL ASSOCIATION OF HEARING AND SPEECH AGENCIES--919-18th Street, N.W., Washington, DC 20006.

NATIONAL ASSOCIATION OF SOCIAL WORKERS--Two Park Avenue, New York, NY 10016.

NATIONAL COMMITTEE FOR CAREERS IN THE MEDICAL LABORATORY--9650 Rockville Pike, Bethesda, MD 20014.

NATIONAL COMMISSION FOR SOCIAL WORK CAREERS--Two Park Avenue, New York, NY 10016.

NATIONAL COUNCIL FOR HOMEMAKER-HOME HEALTH AIDE SERVICES, INC.--1740 Broadway, New York, NY 10019.

NATIONAL COUNCIL ON THE AGING--1828 L. Street, N.W., Washington, DC 20036.

NATIONAL CYSTIC FIBROSIS RESEARCH FOUNDATION--3379 Peachtree Road, Atlanta, GA 30326.

NATIONAL EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS--2023 West Ogen Avenue, Chicago, IL 60612.

NATIONAL ENVIRONMENTAL HEALTH ASSOCIATION--1600 Pennsylvania Avenue, Denver, CO 80203.

NATIONAL FEDERATION OF LICENSED PRACTICAL NURSES, INC.--250 West 57th Street, New York, NY 10019.

NATIONAL HEMOPHILIA FOUNDATION--25 West 39th Street, New York, NY 10018.

NATIONAL KIDNEY FOUNDATION--116 East 27th Street, New York, NY 10018.

NATIONAL MEDICAL ASSOCIATION--1717 Massachusetts Ave. N.W. #602, Washington, DC 20036.

NATIONAL MULTIPLE SCLEROSIS SOCIETY--257 Park Avenue South, New York, NY 10010.

NATIONAL REHABILITATION COUNSELING ASSOCIATION--1522 K. Street, N.W., Washington, DC 20005.

NATIONAL SAFETY COUNCIL--425 North Michigan Avenue, Chicago, IL 60611.

NATIONAL SOCIETY FOR THE PREVENTION OF BLINDNESS, INC.--79 Madison Avenue, New York, NY 10016.

PLANNED PARENTHOOD-WORLD POPULATION--81- Seventh Avenue, New York, NY 10019.

REGISTRY OF MEDICAL REHABILITATION THERAPISTS & SPECIALISTS--4975 Judy Lynn, Memphis, TN 38118.

REGISTRY OF MEDICAL TECHNOLOGISTS--P.O. Box 4872, Chicago, IL 60680.

SOCIETY FOR PUBLIC HEALTH EDUCATION--655 Sutter Street, San Francisco, CA 94102.

SOCIETY OF NUCLEAR MEDICINE--211 East 43rd Street, New York, NY 10017.

SOCIETY OF NUCLEAR MEDICAL TECHNOLOGISTS--1201 Waukegan Road, Glenview, IL 60025.

SOCIETY OF TECHNICAL WRITING & PUBLISHERS--1010 Vermont Ave., N.W., Washington, DC 20005.

UNITED CEREBRAL PALSY ASSOCIATION--66 East 34th Street, New York, NY 10016.

MARKETING AND DISTRIBUTION

ADVERTISING & MARKETING INTERNATIONAL NETWORK--55 West Maple, Birmingham, MI 48011. Cooperative worldwide network of non-competing local/regional advertising agencies. Conducts annual media and creative seminars; also publishes a newsletter containing additional information three times a year.

DISTRIBUTION RESEARCH AND ED FOUNDATION--1725 K St., N.W., Washington, DC 20006. Seeks to advance knowledge in the field of wholesale and distribution. Publication and information on request.

GENERAL MERCHANDISE DISTRIBUTORS COUNCIL--1275 Lake Plaza Drive, Colorado Springs, CO 80906. Strives to improve management operations, marketing programs, sales techniques, merchandising and distribution functions. Information available on request.

NATIONAL ASSOCIATION FOR PROFESSIONAL SALESWOMEN--P.O. Box 255708, Sacramento, CA 95865. Provides information to women actively involved in sales or those planning to enter the field.

NATIONAL ASSOCIATION OF PURCHASING MARKETING--P.O. Box 418, 496 Kinderkamack Road, Oradell, NJ 07649. Issues reports or market conditions and trends supplies classroom reference materials on purchasing to colleges and universities. Provides publications on request.

NATIONAL MASS RETAILING ASSOCIATION--570 7th Avenue, New York, NY 10018. Conducts research and ed programs on every phase of self-service general merchandising. Conducts studies on industry practices and procedures and generates information on all areas of the business publications on request.

NATIONAL NETWORK OF WOMEN IN SALES--P.O. Box 95269, Schaumburg, IL 60195. Offers information to those interested in a career in sales and to those who are already in the field. Provides workshops and seminars on career development. Information available on request.

SALES AND MARKETING EXECUTIVES INTERNATIONAL--6151 Wilson Mills Road, Suite 200, Cleveland, OH 44143. Undertakes studies in the field of selling and sales management. Sponsors Sales Management Institute and conducts career ed programs. Publications on request.

STATE-APPROVED CURRICULUM MATERIALS

The following is a listing of the four curriculum development and dissemination centers in the State of Texas for which competency-based vocational education curriculum materials are developed and disseminated:

EXTENSION INSTRUCTION AND MATERIALS CENTER, The University of Texas at Austin--P.O. Box 7218, Austin, TX 78712. (512) 471-7716.
Program Areas: Marketing Education, Health Education, Trade and Industrial, Industrial Arts/Technology Education.

HOME ECONOMICS CURRICULUM CENTER, Texas Tech University--P.O. Box 4067, Lubbock, TX 79049-4067. (806) 742-3028.
Program Areas: Consumer and Homemaking Education, Occupational Home Economics Education.

OCCUPATIONAL CURRICULUM LABORATORY, East Texas State University--Commerce, TX 75428. (214) 886-5624.
Program Areas: Office Education, Occupational Orientation, CVAE Trades and Industrial.

VOCATIONAL INSTRUCTIONAL SERVICES, Texas A & M University--F. E. Box 182, College Station, TX 77843. (409) 845-6601.
Program Areas: Agriculture, Trade and Industrial.